

**Proceedings of
Canadian Symposium VII
Issues and Directions
in
Home Economics / Family Studies
Education**

Mary Leah de Zwart (Editor)

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Home Economics / Family Studies
Education

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History of The Canadian Symposium
(summarized from Colleen Grover, *HEIE News*, June, 1997, p.2)

The impetus for the Canadian Symposium began in the spring of 1990 when Dr. Linda Peterat invited me to come to the University of British Columbia and share what was happening in home economics education in Alberta with home economics educators in Vancouver. Feedback from those in attendance was very positive and they recommended that we meet on a yearly basis and invite other home economics educators to join us. Both Linda and I liked the suggestion and began to formulate plans for the next meeting. We decided on the symposium format because we believed that if we were to meet again that we needed some guiding questions for the talks and that we should provide an opportunity for others by making available proceedings after the Symposium.

We decided that we should invite to our next meeting home economics educators from the universities, the ministries of education, school system supervisors, and presidents of home economics councils of teachers associations. While discussing our plans, we decided that in addition to British Columbia and Alberta, perhaps Manitoba and Saskatchewan would like to join us, and then, we got the idea that if we held the Symposium in Manitoba we could invite all the people we had targeted from every province. Linda then contacted Joyce McMartin in Winnipeg to see what she thought of our plan and to see if she would be willing to assist by looking after the arrangements for the meeting rooms, hotel, and food. Joyce agreed and the first Canadian Symposium: Issues and Directions for Home Economics/Family Studies Education was held in March, 1991 in Winnipeg with approximately 40 home economists in attendance. Several beliefs guided this symposium from the beginning: 1) that all in positions of leadership, including teachers, should be invited to attend; 2) that most attending will also present so the symposium will consist of talking and listening to each other, not outside experts; 3) that the cost of attending and registration be kept minimal by seeking sponsors for the Symposium and using medium priced accommodation; 4) while the numbers of those in attendance may be low, proceedings should be published soon after the Symposium and made available to all for discussion; 5) that action planning to address issues be part of the Symposium so there is some follow through from the discussions.

Symposium I	March, 1991, Winnipeg
Symposium II	March, 1993, Calgary
Symposium III	March 1995, Toronto
Symposium IV	March, 1997, Edmonton.
Symposium V	March, 1999, Ottawa
Symposium VI	February, 2001, Winnipeg
Symposium VII	March, 2003, Vancouver

Following each Symposium, each registrant has received a copy of the Proceedings and additional copies have been available for sale through the Canadian Home Economics Association. The symposia continue to be organized as long as people feel the need to meet and believe that good things happen as a result of the meetings.

Practical and Applied Arts in Saskatchewan: The Good, The Bad and The Ugly

Janice Skene, Home Economics Teacher, Saskatchewan

The renewal of the Practical and Applied Arts (PAA) commenced in 1996. Courses from what were traditionally Home Economics, Industrial Arts, Technical-Vocational education and Business Education were included. "They are intended to acquaint students with the day to day aspects of adult life, including employment, family responsibilities, and leisure." (Practical and Applied Arts Handbook, 2001). The framework for the new PAA curricula includes six clusters:

- ❖ Agriculture
 - Agriculture Studies
 - Food Studies
 - Horticulture
- ❖ Care and Hospitality
 - Accounting
 - Commercial Cooking
 - Entrepreneurship
 - Life Transitions
 - Cosmetology
 - Tourism, Hospitality and Entrepreneurship
- ❖ Communication
 - Information Processing
 - Communication Production Technology
 - Theatre Arts
 - Electrical
 - Electrical and Electronics
 - Electronics
 - Graphic Arts
 - Photography
- ❖ Design
 - Design Studies
 - Interior Design
 - Clothing, Textiles and Fashion
 - Drafting and Computer Design
 - Housing
 - Construction and Carpentry
 - Upholstery
 - Welding
- ❖ Resources
 - Forestry
 - Wildlife Management
 - Energy and Mines
- ❖ Transportation
 - Autobody
 - Driver Education
 - Mechanical and Automotive Studies

This system is based on the CTS curricula in Alberta. The curricula are modular in nature to allow for flexibility. The modules are written for 10, 20, 30 level (grades 10, 11, and 12) courses. Curricula for middle level courses have not been written and teachers are expected to pull modules from the grade 10 level and modify them for the middle level students. Courses can be taught either as pure courses or survey courses. Pure courses are 100 hours of instruction from one curriculum. Survey courses are a combination of modules from three or more curricula with no more than 50 hours from any one curriculum.

Students are only allowed to take a module once. This makes it difficult when there are no middle level curricula. A module pulled from a level 10 curriculum and taught to a student in grade 7 would not be taught at the same level of comprehension as it would be to the grade 10 student. Also, if students

transfer into your school and have already taken modules that you are teaching, you must alter their program. Keeping track of what modules each student has taken in a school with a large amount of student relocation could be very time consuming for a teacher.

Record keeping is done on line and it is the responsibility of the teacher and the school to ensure this is complete. The records only show what modules the student has taken and the year they were completed. Will all teachers ensure that these are recorded? Some teachers do not seem to realize that this is required. Some do not even realize that they are now teaching part of the PAA courses.

Many schools are now teaching less costly courses and moving away from the traditional Home Economics courses. Doing this reduces the need for trained and qualified Home Economics teachers and PAA courses are handed out to any teacher with an interest in that area.

Sask Learning has *evergreened* its curricula and they are posted on line at <http://www.sasked.gov.sk.ca/docs/evergrn.html>. In addition, teachers have been hired to develop resources on line to help teachers in all areas. These can be found at www.centralischool.ca. All of the links and resources are copy write free on the Centralischool site. The Association of Saskatchewan Home Economists (ASHE) have a website with information to help teach home economics. This is available at <http://www.homefamily.net/textilesindex.html>.

The Good

- new curricula,
- lots of variety,
- makes PAA available in small schools

The Bad

- there is no incentive or funding to teach the traditional Home Ec courses using the expertise of trained Home Ec teachers
- in many schools, Home Ec as we knew it will be lost

The Ugly

- the tracking and paper work that goes with the module style of teaching
- the students belief that all PAA courses should be available and teachers should be able to teach them
- the confusion about what is happening
- no middle years curricula
- trying to adapt grade 10 modules for grade 7s knowing you will not be able to re-teach them later at a higher level

References

- Saskatchewan Education. (May, 2001). *Survey Curriculum Guidelines for the Practical and Applied Arts*.
 Saskatchewan Education. (January, 2001). *Practical and Applied Arts Handbook*.

Collaborative Initiatives to Address the Demand for Home Economics Teachers

Mary Boni, B.Ed, M.A., R.P.H.Ec.

Fashion Design & Technology Program, Kwantlen University College

The purpose of this presentation is to report on the status of collaborations between Kwantlen University College and the University of British Columbia (UBC) to address the demand for Home Economics teachers.

Collaborative initiatives between Kwantlen's fashion program and UBC include:

1. Access for Kwantlen's fashion bachelor's degree graduates to UBC's Home Economics Education program
2. A Certificate in Textile Studies for teachers
3. Access for UBC students in Human Ecology to selected Kwantlen fashion courses.

The first two initiatives were instigated by Dr. Linda Peterat, Department of Curriculum Studies, UBC.

The first collaborative initiative, preparing Kwantlen's fashion students for UBC's Home Economics Education program, was approved by the BC College of Teachers in February 2001. Kwantlen fashion students interested in a career as a clothing and textiles teacher may be eligible for entry to UBC's Home Economics Education program upon completion of the Kwantlen fashion degree, 6 credits in English and 18 credits in Family Studies courses. Family Studies courses may be taken in two ways: 1) at UBC as either a visiting student at UBC, while completing the Kwantlen fashion program (Family Studies courses can be used as elective credit for Kwantlen's fashion degree) or 2) as a UBC student following graduation from the Kwantlen fashion program.

It has taken a further two years to organize the logistics of the agreement. Ten Kwantlen students have applied to UBC as visiting students for summer and fall 2003. To date, four of the ten have successfully registered for summer school in Family Studies 200: Introduction to Family Studies. Five more students are in the process of registering for summer school. The students anticipate taking at least one Family Studies course at UBC each term over the next two years to complete the six required courses.

Last year, a Kwantlen fashion degree graduate completed the required Family Studies and English courses as a full time undergraduate at UBC. She is currently completing the one-year Home Economics Education program. She is missing the Food Studies component of Home Economics that she is learning through her practice teaching experience and self-study.

This initiative, which combines textile and family studies, has been questioned by a number of secondary Home Economics teachers. Most Home Economics teachers are required to teach textiles, family studies and foods. The concern is that it will be difficult for Home Economics Education graduates, who lack knowledge and skills in food studies, to fill the vacant teaching positions.

The second collaborative initiative between the two institutions is the development of the Certificate in Textile Studies. Discussions for this project began in September 2002 and the program will be launched this spring. The Certificate is designed for teachers of textiles studies who want to strengthen their knowledge in the area, or for teachers who want to develop expertise for teaching textiles. The five courses that make up the program, three offered by UBC and two offered by Kwantlen, may be taken independently or as a package.

The Faculty of Human Ecology instigated the third initiative. With the recent demise of the UBC Home Economics degree, they have entered into an agreement with Kwantlen whereby UBC students are allowed to take courses from the Fashion Design and Technology program. They may apply to Kwantlen's Fashion Marketing Certificate program to access some of Kwantlen's theory-based fashion courses. Six students from UBC have participated to date.

As coordinator of Kwantlen's fashion programs, it is my responsibility to ensure that liaising with UBC and the logistics required from Kwantlen for these collaborations are developed and maintained. This is proving to be a time consuming endeavour for me and others involved, but the players are confident that the results will be worth the effort. In closing, these collaborations with UBC are an exciting opportunity for both institutions.

For more information contact Mary Boni mary.boni@kwantlen.ca, (604) 599-2551.

Information for Potential Family Studies Teachers

Annabelle Dryden, Ph. D., Brescia College, University of Western Ontario

1. What Family Studies Education Courses are Offered at The University of Western Ontario?

The University of Western Ontario, Faculty of Education offers three B.Ed. Family Studies courses, five Family Studies on-line Additional Qualification courses, and four on-line Graduate courses (in partnership with the University of British Columbia).

2. What is Family Studies Education?

Family Studies is an interdisciplinary subject area integrating social and physical sciences in the study of topics arising from daily life. It includes the study of individual and family development, relationships, parenting, decision making, resource management, food and nutrition, clothing and textiles, housing and health science. Courses in family studies¹ allow students to develop critical and creative thinking skills, and to gain the hands-on experience they need to develop practical skills and understanding

The new Family Studies curriculum consists of thirteen courses.

- Two are Food and Nutrition related, involving food labs
- Two are Fashion related, involving clothing labs
- The rest include courses on parenting, resource management, living spaces, family sociology

3. What background do I need for the B.Ed. courses?

Check the UWO preservice web site: <http://www.edu.uwo.ca/preservice/>

Intermediate-Senior (Grade 7-12): As a first teaching subject five full credits preferably covering at least three of the five following areas: Child and Family Development, Foods and Nutrition, Clothing and Textiles, Housing and Interior Design, or Family Resource Management. As a second teaching subject, three full credits in at least two of these areas are preferred.

Junior-Intermediate (Grades 4-10): Four full credits covering at least two of the four following areas: Child and Family Development, Foods and Nutrition, Clothing and Textiles, or Resource Management.

Primary-Junior (grades JK to Grade 6): No prerequisites are required for this inter-disciplinary course.

4. Additional Information about university courses and programs:

Many universities do not have comprehensive degree programs offering courses in the above areas and so most people who select Family Studies as one of their teaching subjects do not have a degree that covers those areas. Instead, most candidates satisfy the prerequisite requirement through courses taken in other departments which focus on issues related to the Family Studies curriculum, such as the following:

Sociology of the Family	Human Development	Consumer Studies
Aging/Gerontology	Child Psychology	Family Economics
Gender Equity Issues	Adolescent Psychology	Family Law
Women's Studies	Human Sexuality	Retail Merchandising
Multiculturalism	Nutrition/Well Being	

For an extended list of related university programs and courses that may assist you in preparing for the B.Ed. program check the following web site:

<http://publish.edu.uwo.ca/annabelle.dryden>

5. If you are worried about food and sewing lab classes...don't be!

Brescia University College of The University of Western Ontario offers service courses in Clothing Construction and Nutrition for Family Studies B.Ed. students.

There are a number of local sewing centers that offer basic clothing construction courses.

6. Is there a demand for Family Studies teachers?

Family Studies is one of a number of teaching subjects offered at the I/S level that are offered as options for secondary students in the new Ontario Curriculum.

Students in the J/I program who wish to teach at the I/S level will be given opportunity to have a practicum experience at the secondary school level and may take an Additional Qualification course to qualify them to teach at the I/S level. <http://www.edu.uwo.ca/conted/>

Students in the P/J level will be learning ways to integrate Family Studies into the elementary curriculum.

¹From the Ministry of Education Curriculum Social Sciences and Humanities Guideline for Grades 9 & 10 (1999), and for Grades 11 & 12 (2000). See the Ministry of Education website (www.edu.gov.on.ca/eng/document/seccurrie.html) for course descriptions.

Status Report – Family Studies in Nova Scotia 2003

Prepared by Sue Hannem and presented by Jane Forney

The following report strives to give an overview of the status of the Family Studies program offered in Junior and Senior High schools throughout Nova Scotia.

Current Curriculum

Family Studies curriculum is offered at both the junior and senior high school levels. The junior high program comprises three areas: food and nutrition, clothing and textiles, and individual family development. Compulsory modules are designated in the food and nutrition, and clothing and textile areas. In each area of study, teachers and students are encouraged to include a locally developed module. Compulsory and elective modules from each area of family studies form the basis of the three-year junior high program to be developed by teachers with the school and/or regional school board (Public Schools Program, 2002). The time allotment for electives i.e. Family Studies is affected by the May 2002 recommendations from the Department of Education that 92% of contact time for students be for compulsory programs and 8% for electives. This illustrates the obvious problem with offering comprehensive programming within such tight time constraints.

The delivery of Family Studies at the junior high level varies not only district to district but also from school to school. The decision to offer the course in a school is at the discretion of the principal. Having said this, many schools do offer a program, but the delivery varies. In some cases it is offered back to back with Technology Education and Art in a three way split, seriously reducing contact time with students. Some schools offer the program to full classes on a daily basis with class sizes reaching as high as the mid-thirties. This presents some obvious logistical problems and safety issues in laboratory situations. Still other schools have maintained the original delivery model in which a class is split between Technology Education and Family Studies offering an adequate amount of time and a manageable class size.

The senior high Family Studies curriculum offered in Nova Scotia is an extension of the junior high knowledge base. Senior high Family Studies address issues of social, political, and economic importance to families. Emphasis is placed on researching issues of social concern, questioning social practices, and being involved in rational argument and debate. Courses offered include: Foods and Nutrition 10, Clothing and Textiles 10, Child Studies 10, Consumer Studies 10, Child Studies 11, Canadian Studies 12, Housing 12, Clothing and Textiles 12, and Food and Nutrition 12. All these courses are in the open category and are non-compulsory credits (Public Schools Program, 2002).

As is the case in junior high, the credits offered are at the discretion of the individual schools. The following explains clearly the challenges facing Family Studies in Nova Scotia today:

Unfortunately, many schools and school boards have decided to eliminate or seriously curtail these programs as a response to budget cuts, staff reductions, time allotments and other priorities. Family Studies courses were treated as a 'frill' that could be eliminated when tough choices had to be made. In the rush to embrace technology, the family studies courses were often viewed as too traditional. Current family studies courses, such as child studies have moved away from the traditional cooking and sewing instruction into a focus on family planning, relationships, career and personal development, personal living skills and nutrition. (Aviso, Spring 2001)

Curriculum Revision

The Nova Scotia Department of Education has identified the year 2003-2004 for Family Studies curriculum development and revision. A key task will be the development of the curriculum outcome framework.

Revision of junior high family studies curriculum will begin in 2003-2004. This process will begin with the revision of Family Studies: Grade 7 to complement the new Health/Personal Development and Relationships: Grade 7 course. There will be an increased emphasis on "hands-on" learning experiences in all aspects of the program, including experiences with a range of technologies. Revision of senior high Family Studies curriculum will begin in 2003-2004.

This process will include the development of a new course Community Care 12. This career-related course will offer student's opportunities to explore and develop skills leading to careers in childcare, residential care, institutional care, and gerontology. Currently, Family Studies courses are elective credits. Additional Family Studies courses will be designed with a technology focus. When developed, these Family Studies options will be eligible credits to meet the technology graduation requirement (N.S. Department of Education, 2002).

Teachers in Nova Scotia welcome the revision of the Family Studies curriculums to reflect a learning outcome framework and to embrace technology as part of the curriculum. Recognizing that the learning outcome framework is used for all curriculums within Nova Scotia means that our curriculum upon revision will be inline with current curriculum theory, assessment and evaluation policies.

As of September 2002, a new Foods Science course is being piloted in some high schools in Nova Scotia. This offers high school students another Science credit with a focus on food. In some schools, Family Studies teachers are delivering this course.

Challenges and Concerns

Issues of concern facing Family Studies in Nova Scotia include the following:

As Family Studies teachers retire, their positions are sometimes filled with teachers with no Family Studies training due to a lack of Family Studies teachers.

1. In some cases, when a Family Studies teacher retires, the course is eliminated.
2. Many Family Studies teachers are now teaching a variety of other subjects. This impacts on their ability to support Family Studies conferences and our Family Studies Teachers Association.
3. At the Department of Education there is no longer a Family Studies Consultant. When a consultant is in place our voice is stronger at the department level.
4. The need for a revised curriculum (see discussion above).
5. Issues of class size and time allotments (as mentioned earlier in this report).

Dealing with these concerns is an ongoing process. To help alleviate issue #1, the Department of Education in discussion with Mount Saint Vincent University has encouraged the university to increase the enrollment of students in their BED program who wish to pursue Family Studies as a teachable subject. Mount Saint Vincent University is the only university in Nova Scotia that offers a BED in Family Studies. At present, MSVU is complying with the Nova Scotia Department of Education recommendation to recruit, train and graduate seven teachers each year, with ten new teachers each year by 2004. These students receive two methods courses and an advanced curriculum course. If they opt for a second teachable, they take two methods courses but not the advanced curriculum course. As of May 2004, MSVU will graduate seven Family Studies teachers in total, which is definitely below the 10 per year needed to meet the demand. It is however a very positive start in meeting this teacher shortage. It is important to note that this program is not a Home Economics program but rather Family Studies merged with Gerontology. There are no housing or clothing courses and one personal finance credit that is not required. MSVU has a separate Applied Nutrition Department.

The issue of class size and time allotments are shared by other disciplines as well i.e. Technology Education and Art Education. Resolutions regarding this will be presented at the annual NSTU council to be held in May.

While Family Studies faces many challenges in Nova Scotia there are many examples of the strength of FS programs and dedication of our teachers.

- The Family Studies Teachers Association is a member of the Alliance for Healthy Eating and Physical Activity in partnership with many other organizations in Nova Scotia in promoting a healthy diet and physically active lifestyle.
- Some school districts have local Family Studies teachers associations that meet regularly to share curriculum ideas, resources, professional development opportunities and teaching strategies.
- The Family Studies Teachers Association of Nova Scotia is strong. It is led by dedicated executive members, who work tirelessly promoting Family Studies in Nova Scotia. A quarterly newsletter to the membership provides a strong communication link, as does a developing web-site under the NSTU. Professional development grants are available to

teachers for resource acquisition and a fall conference is planned each year to provide networking opportunities and professional development.

- The NSHEA (Nova Scotia Home Economics Association) is a strong supporter of Family Studies education in Nova Scotia. This group lobbies on behalf of Family Studies wherever and whenever possible. This year the NSHEA is offering free membership to encourage a revitalizing of the association as it sets a new direction separate from the Canadian Home Economics Association.

The strength of Family Studies in Nova Scotia is largely due to the dedicated teachers in the classroom and the vitality and excitement of students eager to learn. A strong program provided under the proposed curriculum revisions to take place this year, hopefully supported by strong resources and professional development opportunities, will support the strength of Family Studies for years to come.

The Family Studies Program School of Social Work and Family Studies, University of British Columbia

Dr. Phyllis Johnson, School of Social Work and Family Studies, UBC

Since April 1999, Family Studies has been part of the School of Social Work and Family Studies in the Faculty of Arts at UBC. While the programs remain distinct (BSW and MSW in Social Work and a BA and MA in Family Studies), there have been some collaborative initiatives, and we expect this to continue. At the master's level, we have a joint course in quantitative data analysis that is taught by Dr. Carrie Yodanis, a new faculty member in Family Studies. Plans for creating a joint Ph.D. are underway, with the anticipation that courses will be taught by both Family Studies and Social Work faculty, and that the name of the degree will reflect this collaboration. Individual faculty members have begun some joint research in gerontology and health and in evaluation of programs for at risk mothers and children.

In the past few years, we have had the opportunity to fill two positions: Dr. James Ponzetti (Family Life Education and Sexuality) and Dr. Carrie Yodanis (Marital Interaction and Quantitative Data Analysis). We are in the process of hiring for a joint position in family communication and marital counseling. We received an additional position when Dr. Jan Hare, hired as part of the First Nations Studies Program in the Faculty of Arts, selected Family Studies as her home department.

The Family Studies undergraduate program continues to grow with well over 100 majors in the third and fourth year. A trend is for our students to take double majors in Family Studies and Psychology, or a major in Family Studies with a minor in another discipline. Our courses continue to be popular electives with students in a wide variety of majors. Our Family Studies program is a certified Family Life Education program as designated by the National Council for Family Relations (a U. S. organization). This means students enrolled in this program have met the course requirements and then must gain some appropriate work experience to be fully certified.

The Family Studies MA is a research-based degree that takes 2-3 years to complete. Now that we are back up to our full complement of faculty members, we want to increase our enrollments in the MA, and are actively recruiting for qualified students.

Our Family Studies faculty members are the local arrangements committee for the National Council for Family Relations (NCFR) conference in Vancouver, November 17-22, 2003. At this conference, NCFR is launching the Margaret E. Arcus Award for Advances in Family Life Education. As many of you know, Margaret is retired from Family Studies at UBC.

For up-to-date information about our programs and activities, please check our web page www.swfs.ubc.ca

Ontario Education: Status Report

Patricia L. Miller, President Elect, Ontario Family Studies Home Economics Educators' Association

OFSHEEA

The Ontario Family Studies Home Economics Educators Association [OFSHEEA] is an association of professionals who work to maintain and promote the advancement of family studies programs. Our current membership is approximately three hundred and seventy-five.

OFSHEEA'S Mission

With the goal of strengthening the family, the role of OFSHEEA is to facilitate the professional development and personal growth of educators to promote quality Family Studies programs in Ontario.

OFSHEEA's Objectives

1. OFSHEEA's objectives are as follows:
2. To encourage continual professional growth in its members and solidarity with others of like professional interests.
3. To encourage active co-operation among Family Studies – Home Economics Educators at elementary, secondary, and post secondary levels of education.
4. To unite all groups and persons interested in Family Studies – Home Economics.
5. To maintain a high standard of professional ethics.
6. To offer conferences and workshops at the provincial and regional levels.

Family Studies Courses and Designations

Family Studies curricula are part of the Social Science and Humanities discipline in Ontario. All Family Studies courses are elective at the Intermediate and Secondary levels. Grade 9 and 10 courses are designated as *academic, applied, or open*:

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. They focus on the essential concepts of a subject and explore related concepts. Applied courses focus on essential concepts of a subject, and develop students' knowledge through practical applications and concrete examples. Open courses are designed to prepare students for further studies in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students. (*The Ontario Curriculum, Grades 9 to 12; Program Planning and Assessment, 2000, p. 4*)

Grade 11 and 12 courses are designated as *university preparation, university/college preparation, college preparation, workplace preparation or open*. "University, university/college, and college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university and/or college programs. Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind." (*The Ontario Curriculum, Grades 9 to 12: Planning and Assessment, 2000, p. 5*).

The following courses are offered in Ontario:

Grade 9 or 10:

Individual and Family Living (Open)

Foods and Nutrition (Open)

Grade 11:

Parenting (Open)

Living and Working with Children (College Preparation)

Managing Personal Resources (Workplace Preparation)

Managing Personal and Family Resources (College Preparation)

Fashion and Creative Expression (Open)

Living Spaces and Shelter (Open)

Grade 12:

Food and Nutrition Sciences	(University/College Preparation)
Parenting and Human Development	(Workplace Preparation)
Issues in Human Growth and Development	(University/College Preparation)
Individual and Families in a Diverse Society	(University/College Preparation)
The Fashion Industry	(Open)

Double Cohort

The 2002 – 2003 school year marks the full implementation of the new Ontario Curriculum. It is also the final year for the Ontario Academic Courses currently offered in the fifth year of secondary school. Students will no longer be required to attend secondary school for five years to be eligible for university placement, thus completing their secondary school education in a four-year period. This change has resulted in the *Double Cohort*, an overlap in the cohort of graduating students. Those students currently enrolled in the traditional five-year curriculum and students enrolled in the new four-year curriculum will graduate together in June 2003.

As a result of the Double Cohort, colleges and universities will experience a substantial increase in the number of applicants. Many students fear that they will not be successful candidates for college and/or university placements. Consequently, many students have elected to return to secondary school for one semester, or for an additional year with the intention of improving their grades. Some students have opted to schedule a variety of open and college/university preparation courses and graduate after a fifth year. Regardless of the students' intention, secondary schools across Ontario may experience either a top loaded first semester in the fall of 2003 and/or a much larger graduating class in June of 2004.

The implication of the double cohort relevant to Social Sciences and the Humanities curriculum is a potential increase in enrolment. Although no official documentation exists, enrolment in the social sciences courses has been steadily increasing across Ontario for the past four years. With respect to Family Studies, this has resulted in a shortage of teachers. In addition, many Family Studies teachers have retired or elected to leave the classroom for positions as administrators or consultants.

OFSHEEA Response to the Shortage of Family Studies Teachers

OFSHEEA and OFSLC (Ontario Family Studies Leadership Council) have responded to the shortage of Family Studies teachers by collaborating to design and produce a brochure, which describes a teaching career in Family Studies. As well, they have developed a career recruitment program. Members of both organizations attend career seminars and presentations at various colleges and universities across Ontario. Students are provided with an information packet, which includes a wealth of information regarding a career in teaching Family Studies. They are also given information about the Family Studies education programs offered at Ontario universities. To date, this program appears to be very successful.

OFSHEEA Initiatives

Implementing the new curriculum has been both exciting and stressful for the majority of Family Studies teachers. OFSHEEA has responded by providing our members with a vast array of professional development opportunities including yearly conferences, summer institutes, teacher developed resources and our current project – the travelling road show.

Conference

During the past four years OFSHEEA has diligently worked to improve our annual conference. The primary focus has been to create a collegial atmosphere in which Family Studies educators can pursue professional development. Our seminars and presentations have been dedicated to increasing teacher understanding of the new Family Studies curricula and relevant courses, assisting teachers with the development of assessment and evaluation techniques, promoting creative teaching strategies for the classroom, and providing a variety of resources for our members.

Summer Institutes

Family Studies educators in conjunction with OSSTF (Ontario Secondary School Teachers' Federation) developed summer institutes, which took place for the first three years of curriculum implementation. Family Studies educators designed three-day workshops that were conducted at various locations throughout Ontario. These institutes provided all who attended with an array of teaching resources as well as a comprehensive understanding of requirements for the new curriculum.

Teacher Developed Resources

Ontario Family Studies educators have worked diligently to develop resources for all of the courses currently offered within our discipline. These resources included the *Course Profiles*, which are units of study. Family Studies teachers developed the Course Profiles. As well, textbooks and teacher resource binders have been specifically designed to align with Ontario curriculum documents. While the *Course Profiles* were a Ministry initiative, teachers in collaboration with various publishers developed the textbooks and accompanying resource binders. These particular resources include the text and teacher resource binder for *Individual and Family Living* (Grade 9/10) and *Individual and Families in a Diverse Society* (Grade 12). These resources were well received by Family Studies educators throughout Ontario.

Travelling Road Show

A "Traveling Road Show" targeting Family Studies teachers in the eight regions across the province of Ontario is currently being planned. These workshops will take place over a two-week period during the month of August. The workshop presenters will travel to various cities throughout Ontario and provide Family Studies teachers with classroom-ready lessons, ideas for enriching the new curriculum, as well as additional suggestions for summative activities in the Grade 12 courses: *Individuals and Families in a Diverse Society* and *Food and Nutrition Sciences*. The objectives are to:

- Maximize teacher participation at regional workshops across Ontario;
- Provide accessible and affordable professional development in family studies thus making this an "equal opportunity" endeavour;
- Provide continuity in professional growth across the province;
- Provide family teachers with current, relevant and enriching materials to facilitate delivery of new curriculum; and,
- Provide valuable networking opportunities.

Ministry Initiatives

The Ministry has undertaken several initiatives to facilitate curriculum implementation. These include *Course Profile* development, assessment and evaluation learning sessions, and exemplar training. The Ministry of Education is also in the process of developing a curriculum review process.

Provincial Assessment and Evaluation Learning Sessions

The purpose of Provincial Assessment and Evaluation Learning Sessions is to assist educators in developing a comprehensive correlation between course expectations and assessment/evaluation strategies. Specifically, these learning sessions are intended to help educators to:

- Develop a deeper understanding of the curriculum;
- Develop a better understanding of the variety of effective assessment and evaluation practices which they can use in their classrooms;
- Adopt effective assessment and evaluation practices to meet the provincial goals of improved student learning, create greater consistency in assessment and evaluation practice, and provide clarity in reporting;
- Increase effectiveness when dealing with assessment issues with students and parents;
- Actively engage students in the learning process.

The learning sessions are intended to provide educators with the opportunity to:

- Examine the provincial resource document;
- Reflect on and discuss assessment and evaluation implementation issues;
- Develop a deeper understanding of the key issues/strategies related to implementation of effective practices in classrooms (teachers) and schools (administrators);

- Consider how the resource document should be used.

Exemplar Training

The Ministry of Education has developed an Exemplar Training Program. The purpose of this program is to develop documents presenting examples of student work reflective of various levels of achievement in order to promote consistency in teacher assessment and evaluation. To date the Ministry has completed exemplars for the Grade 9/10 *Individual and Family Living* and the *Foods and Nutrition* courses. The exemplars for the Grade 11 parenting courses are in the process of being validated by educators and they will be tested and coded during the summer months. Delivery of these exemplars is scheduled for fall, 2003.

Curriculum Review Process

At the present time, the Ministry of Education is developing a curriculum review process. This process will be entitled *Sustaining Quality Curriculum*. The purpose of this initiative is to:

- Ensure high quality education and continuous student improvement;
- Sustain relevance in the curriculum;
- Provide curriculum that is both coherent and age appropriate from kindergarten through grade 12;
- Support students, teachers, schools and boards in building on our accomplishments and identifying targeted areas in need of support;
- Ensure curriculum is continuously updated.

Conclusion

It has been an extraordinary four years for educators in Ontario. While this year marks the completion of curriculum implementation, it also marks a milestone for OFSHEEA. Family Studies educators throughout Ontario are proud to celebrate our 100th Anniversary at our annual conference. Through sharing our ideas and professional talents we recognize our common bond of commitment as educators.

Teachers of Home Economics Specialist Association [THESA] Status Report

Sharon Relkey, President, British Columbia THESA

THESA held a very successful October conference in Vernon BC. 228 people attended the conference. The next THESA Conference will be held at Heritage Park Secondary in Mission BC on October 24 & 25, 2003.

THESA has approximately 370 members. We have a members list serve with over 200 members. Our website is continually being updated. The THESA website address is bcetf.ca/thesa. We are also hoping to create an e-journal on our website this year. The e-journal will include innovative teaching ideas and graduate research.

THESA members attended a successful student teacher mentoring/mentee day on Sat January 11. This event was organized by Mary Leah de Zwart and was a success for all that attended. It was wonderful to meet the student teacher mentees. THESA was also represented at UBC career days.

The Ministry of Education is proposing sweeping changes to graduation requirements for September 2005. The changes may have a big impact on home economics courses in high schools. It is unknown at this time exactly what the changes will be. Within the next month or so the graduation changes will be passed through parliament. It is unknown what will happen in parliament- proposals may or may not be changed depending on the ministers or the premier. It is beyond the scope of this report to discuss all the changes. Anyone interested can access the BC Ministry of Education's website for a detailed graduation change report.

Following are several of the changes that will affect home economics. Currently students are required to take a fine art and an applied skill course (home ec is an applied skills course) through to graduation. The new graduation proposals recommend that applied skills and or fine arts only be taken up to grade 10. The graduation requirements also want to have students streamed into one or more of eight strands. Home Economics is not one of the strands. It is also proposed the physical education be mandatory from K to 12.

THESA has lobbied for nutrition course to be part of healthy living. We feel that physical education alone will not create healthy children. Students need hands on learning about nutrition, making healthy food choices and planning healthy meals. We have support from the BC Nutrition Council, Community Nutritionists Council of BC and BCHEA. These letters of support are published on our website.

Although the graduation review deadline has passed, individual letters may still be sent to the Minister of Education, Christy Clark.

Throughout BC class sizes have increased and supply budgets are being decreased. In some districts there have not been any changes to class size. However in other districts home economics lab classes have 30 or more students. Because of funding shortfalls many school districts are proposing changes that will affect teachers, parents and students. Some districts are thinking of extended days and a four-day week. Another proposal is removing all professional development days from the school year and having the five professional development days in August. Then five days could be added on to spring break, which saves the district money as the schools can be closed longer at spring break.

There are also many changes proposed to apprenticeship programs that will be industry driven and industry controlled. Only time will tell the full impact on home economics by the graduation changes. We predict that many of these changes will greatly affect home economics programs in BC. Only time will tell.

Home Economics Education in Manitoba Report

Carmen Sichewski, Manitoba Home Economics Teachers Association

MHETA is an organization of dedicated teachers who value the education of children. Our endeavors are to provide quality home economics programs for them. As all of you know, Home Economics education has an impact on the future success of our youth, in the workplace, in their homes and in their personal lives.

Our curriculum, as dated as it is, was modern in the time of its original writing. It applies the four foundation skills being emphasized by the Manitoba Education and Training Document, *A Foundation for Excellence* (1995). The skills, knowledge and attitudes required to support the learning outcomes & themes in Home Economics Education does integrate the four foundation skills areas:

1. Literacy & Communication
2. Problem Solving
3. Human Relations
4. Technology

As I read this, I think, this sounds great; but what is the reality? (Not to be confused with some of strange reality shows seen on TV). The reality is, teachers have curriculum documents for Home Economics education published in the 80s. To many students today this is not only RETRO but it is OLD. Junior High, Home Economics grades 7-9 Clothing & Textiles, Foods & Nutrition and Human Development were published in 1982. Senior High Grade 10-12, Family Studies, Foods and Nutrition and Clothing, Housing & Design were published in 1982, reprinted in 1988, re-organized in 1994. Our grades 7-12 in Manitoba were re-organized to reflect new trends in education. In the 90s, we then embraced Middle School philosophies. However, there is NO curriculum for grades 5/6 middle school Home Economics education in place.

Therefore in the year 2000, MHETA compiled a selection of worksheets and activities for beginning Home Economics students. Our Home Economics / Human Ecology Entry Level Resource Package is available to our Home Economics teachers. It is especially helpful to new teachers in Middle School. This is NOT a curriculum. It is the fulfillment of a void in our Manitoba Curricula. And a request from teachers, who needed a variety of Home Economics activities for students beginning Home Economics education or sometimes called Exploratory Arts in grades 5, 6, or even 7 and 8.

Many of our Home Economics teachers teach other subject areas. They have been a part of the dramatic changes in curriculum from learning objectives to learning outcomes. English, Language Arts, Math, Science, Social Studies, even Physical Education and Comprehensive Health, all have new curriculum using the new learning outcomes directions.

Learning outcomes are statements that indicate what learners will know and be able to do as a result of a learning activity. This is quite different from an objective and goal that was solely teacher driven. Therefore, the new lingo for teachers includes:

GLOs - general learning outcomes

SLOs - specific learning outcomes

And, LOs, learner outcomes, in which case characteristics actions of the learner must be:

1. Observable
2. Measurable
3. Obtainable

And don't forget your list of Action Verbs to write your LOs!

Our Home Economics Education documents were not just old anymore, but left us behind in the NEW lingo that New Directions in Manitoba Education were taking. So, finally in February 2003, Manitoba Education & Youth published Middle Years Home Economics / Industrial Arts *Linking Learning to Living: A Support Document for Teachers*. I would like to think that this was in reaction to the Recourse Package initiative taken by Home Economics Middle School teachers, because the title of this document sure sounds great! It says, "the purpose of the renewal document is to reshape and restructure the current Home Economics programming to reflect best and to better meet the needs of Middle Years students". It formally categorized Middle Years Home Economics education from grade 5-8, or grade 6 to S1.

Once again, let me point out the reality of this document. It is not a mandated curriculum. Instead, they have made it the responsibility of the teacher to rewrite the major objectives to a GLO and

reorganize goals into SLOs from the OLD 1982 curriculum documents. And of course, the Manitoba Education and Youth website provides the blank template and sample for you, the teacher to follow.

The document also states, "The inclusion of Home Economic Education in Middle Years invites the implementation of the three C's. Commitment to Middle Years Home Economics education by Careful and Cooperative timetabling." Let me add the 4th C – teachers Creating a curriculum for yourself.

Well like they say, one step forward, two steps back, (maybe two little steps back)

MHETA and our members would love to be part of the creation of a true middle school home economics curriculum.

On the flip side, Home Economics Education in Manitoba is still the only discipline that has family as its primary focus. There is high interest in the partnerships formed between students, family and community. In response to this Manitoba Education and Youth have created a Family Studies (grade 12) distance education course. And right now the proposal for a new curriculum framework for senior high Family Studies has been accepted. We hope to be an active partner in its pilot stage and dream that it will reflect current practices in our field.

We are fortunate in that grade 12, our Family Studies, Foods and Nutrition, and Clothing, Housing and Design courses are University accredited. In addition, the Family Studies courses in Senior high are considered part of the complementary compulsory course equivalent standing for a Social Studies credit.

Last but not least "Show me the money"! Other good news is that our school divisions will see a \$5 increase to the \$50 per student funding to one enrolled in a 110 hr credit course in Home Economics.

The Manitoba Home Economics Teachers' Association, the executive and members, are working together for the maintenance and improvement in the instruction of Home Economics education. We look forward to future developments that empower those who we teach, our students!

Website <http://www.mts.net/~mheta>

Challenges to Make Connections with Community: Japanese New Curriculum Standards in Home Economics Education

Noriko Watase, Faculty of Education, Iwate University, 3-18-33Ueda, Morioka, Iwate 020-8550, Japan

Abstract

Since the 1980's, the principle of Japanese education reform has become increased center focus to foster "zest for living"(IKIRU-CHIKARA) in children through hands-on, experiential learning. Home Economics Education has contributed to learn real-world experience for students. For instance, FHJ (Future Homemakers of Japan) activities has played its role more than fifty years in senior high school level. This study aims to explore FHJ activities with descriptive data of "FHJ National Contests"(1956-2001) to show how they have made connections with community when they enlightened of community members doing educational FHJ activities. During 50 years or so, its role has become much valued in the Courses of Study for senior high school level which interacting local community members in reality.

But, the role of FHJ activities has highlighted more the side of "service" for the welfare clients. To prevent FHJ activities from becoming inflexible, it is essential that home economics teachers 1) notice the benefits of co-curricular home economics class with FHJ activities that ensure students are aware of existence of community needs and issues, 2) cultivate sustainable educational partnership in and outside of the school. To enrich FHJ activities, we need to establish support systems for home economics teachers in implementing them.

Introduction

After the end of World War II, educators in Japan realized the concept of equal opportunity, democratized education, and tried to elevate national educational standards. It was, however, pointed out that there are problems to solve. The bonds of schools and local communities have been lost, and children are escaping from schools. Schools are now required to link with real-world learning. Under these circumstances, new curriculum standards for elementary school and junior high school have been now implemented, and those for high school will be enforced from this school year, 2003. The curriculum standards for elementary and secondary schools are prescribed in the Courses of Study issued by the Minister of Education at the Ministry of Education, Culture, Sports, Science and Technology (MESSC or MEXT). The Minister decides the Courses of Study on the basis of recommendations from the Curriculum Council, which is composed of teachers, researchers, and other learned experts. The Courses of Study are provided as the standards for educational courses in all schools, and they have been revised almost every ten years. In these curriculum standards, families and communities are expected to provide children with a variety of opportunities during such long school recesses as summer vacation, so that children can participate in activities including hands-on learning opportunities in daily life and in social life (e.g., volunteer activities). Also schooling such as home economics education emphasizes making connections with the community, especially to learn the basic skills of the human service domain.

A consequence of the rapid aging of Japanese society and falling birthrates is that the curriculum has been revised to emphasize family resource management, gender equity, well-being of self, families and community members, life planning, and careers. Many home economics teachers, however, feel many difficulties in developing home economics curriculum concerning these areas. The concepts of family life are now extended to include living in communities. Furthermore, under welfare-pluralism, junior high school students in one elective course are now required to visit kindergartens to learn how to play with and care for children. High school students will have an opportunity to study entry-level nursing care for older people from this revision. Now, we are facing challenges for implementing the new curriculum standards in home economics education. In this article, we will explore how we can make the family life content attractive in the home economics curriculum under the limitation of school hours, and how we can connect with the community and real world settings. To examine this, I would like to mention the roles and possibilities of the FHJ (Future Homemakers of Japan).

Japanese New Curriculum Standards' Directions –Enforce to serve family, community, and nation?

The Courses of Study provide the basic framework for curricula: the aim of each subject and the aims and content of teaching at each grade. Each school organizes its own curriculum based on the Courses of Study, considering the community and the school itself as well as the developmental level and characteristics of the students. In keeping with this present situation in education and its issues, the Final Report was presented on December 22, 2000 to the National Commission on Education Reform, established under the Prime Minister. In the report, the Commission's assertion of "making voluntary activities compulsory" caused criticism of "enforcement of volunteerism". This communitarianism perspective suggests that moral education will be facilitated by the hands-on learning approach as in volunteer activities and activities in nature, so that children can learn social rules and basic morals.

Table 1 Changes of Home Economics Curriculum

period (FY)	1993-2001					1994-2002		
	Elementary School		Junior High School			Senior High School		
Subject	Home Economics		Technology&Home Economics			General Home Economics General Home Life Home Life Techniques		
Grade	5	6	7	8	9	10	11	12
Hours	70	70	70	70	70-105	70	70	
Objectives	<ul style="list-style-type: none"> *To acquire the basic knowledge and skills for daily life *To understand family life through practical studies concerning clothing, food and housing and to develop a practical attitude to improve his/her family life as a family member 		<ul style="list-style-type: none"> *To understand the relationship of family life, social life and techniques through acquiring basic knowledge and the skills necessary for life, and to develop a creative and practical attitude 			<ul style="list-style-type: none"> *To acquire basic knowledge and the skills concerning family life *To understand the significance of family life and to develop an ability and an objective, a practical attitude necessary for family life and vocation related family life 		
Contents	(for 5th graders) A. Clothing B. Foods C. Family Life and Housing (for 6th graders) A. Clothing B. Foods C. Family Life and Housing		a) This subject contains these eleven areas: Woodwork, Electricity, Metal work, Machines, Gardening, Family life, Foods, Clothing, Housing, Nursing b) Students required to take more than seven areas from the eleven above. Wood work, Electricity, Family Life and Foods must be taken by all students			a) Family and family life b) Home economy and consumption c) Planning for clothing and dress making d) Planning diet and cooking e) Planning for housing and care of homes f) Nursing of infants and roles of parents g) Home projects and FHJ activities		

period (FY)	2002-					2003-		
	Elementary School		Junior High School			Senior High School		
Subject	Home Economics		Technology & Home Economics			Basic Home Economics* Comprehensive Home Economics Home Life Techniques		
Grade	5	6	7	8	9	10	11	12
Hours	60	55	70	70	35	70	(70)	
Objectives	<ul style="list-style-type: none"> * To increase their concerns on family life through practical and experiential studies * To acquire the basic skills and knowledge for daily life and develop a practical attitude to improve family life 		<ul style="list-style-type: none"> * To acquire the basic knowledge and skills necessary to live independently * To understand the function of family life * To develop the abilities and improve their lives 			<ul style="list-style-type: none"> * To acquire totally the knowledge and skills concerning family and daily life * To develop the abilities and a practical attitude to solve actively the tasks of daily life * To improve the quality of family life 		
Contents	<ul style="list-style-type: none"> * Household work and family * Care for clothing and simple sewing * Basic knowledge and skills on Nutrition, Diet and cooking * Cleaning and maintenance of home * Basic knowledge and skills on how to use money * Living in the community 		<ul style="list-style-type: none"> * Living independently (Nutrition, Diet/ Food selection, preparation of food/ Selection and caring for clothing/ Indoor climate and home maintenance) * Family and Family life (Relation between their growth & family/ Child development and family /Family life and consumption/ Relation between family life and local community) 			<ul style="list-style-type: none"> * Life cycle, Family and home, Child development, nursing and welfare lives of the older people and welfare * Science and culture on daily living * Consumption, resources and the environment * Home projects and FHJ activities 		

note. Objects and Contents for upper secondary school are on "General Home Economics" and "Comprehensive Home Economics"
 *Basic Home Economics" is distributed 70 hours only.
 All sources are from "The Courses of Study" by Ministry of Education, 1989, 1995, 1999

Structure of Home Economics Education Curriculum in Japan

In the new Course of Study, home economics and related subjects are compulsory at all school levels. (See Table 1.) There are also several elective advanced subjects such as home economics course curriculum at career-technical schools. In elementary school, both boys and girls have been studying homemaking in both the 5th and 6th grades since 1947. They learn how to organize and manage their lives and how to show consideration to their families and local community members. This is done, for example, by coping with garbage-related problems and holding tea-parties with local residents.

Before 1993, boys studied industrial arts and girls studied home making in junior high school. Now, it has become coeducational in some areas of study. In high school, the compulsory home economics subjects are Basic Home Economics, Comprehensive Home Economics, and Home Life Techniques. The home economics teacher can choose one of the three in this new edition of the areas of study.

What is the FHJ?

The Future Homemakers of Japan (FHJ) is a national organization founded in 1953. It was introduced by the U.S. and modeled on the FHA (Future Homemakers of America), who has now changed their name to FCCLA (Family, Career and Community Leaders of America). FHJ hoped to improve living in local communities through curriculum based activities. The member of FHJ consists of high school students and home economics teachers act as advisers. Membership is open to any high school student who is or has been enrolled in a home economics class, although affiliation is limited to the school level.

Table 2: A Model of Annual Plan

Month	Reserch Activity	Service Activity	Aggregative Activity
April	Full Assembly	Traffic safety campaign	Reception for new students
May	In-school Leadership Meeting	FHJ Week(Assist of house work, Beatification campaign in school)	Visiting to another FHJ chapter
June	Workshop(handicraft)		Workshop(handicraft)
July	Attending the Prefectural Leadership Meeting	Beatification campaign (the curtains cleanig)	Attending the Prefectural Leadership Meeting
August	Participate the contest of FHJ activity	Food service for the seniors living alone	Participate the contest of FHJ activity
September	Presentations of HP activities	Holding a bazaar (at the school festival)	Inviting other school students to their annual school festival
October	Workshop(at consumer information bureau)		
November		Visiting a nursery school	
December	Workshop(Baking cakes)	Sending new year cards to the seniors living alone	Workshop(Baking cakes)
January	In-school Cook-off	Beatification campaign (Greening the school)	
February	Workshop(Health promotion)	Visiting home for senior citizens	
March	Publishing a news letter	Arrangement of the reception for new students	Holding a farewell-party for the graduates

Note,From "FHJ GUIDE BOOK" by FHJ,2000,72

The FHJ activities consist of two parts, Home Projects and School Projects. (The School Projects are what are usually called FHJ activities.) These projects function as an integral part of Home Economics classes. One characteristic of FHJ is that it is the only school organization with the family as its central focus. The activities are made up of research, service, and aggregative activities. Table 2 is an annual model plan, the meshed parts of the tables include interpersonal contact with local residents. They show

that FHJ activities design many opportunities for students to make connections with their family members, peers, and local community residents. The FHJ Purpose Statements are as follows:

- 1) Enhance one's interest and concern regarding Home Economics related areas, and promote greater understanding about their value.
- 2) Strengthen one's motivation and practical attitude for improving family, school, and community life.
- 3) Nurture one's proactive attitude and life style based on scientific thinking.
- 4) To make better contact among local chapters, and then to enhance FHJ activities. Contribute to international goodwill.

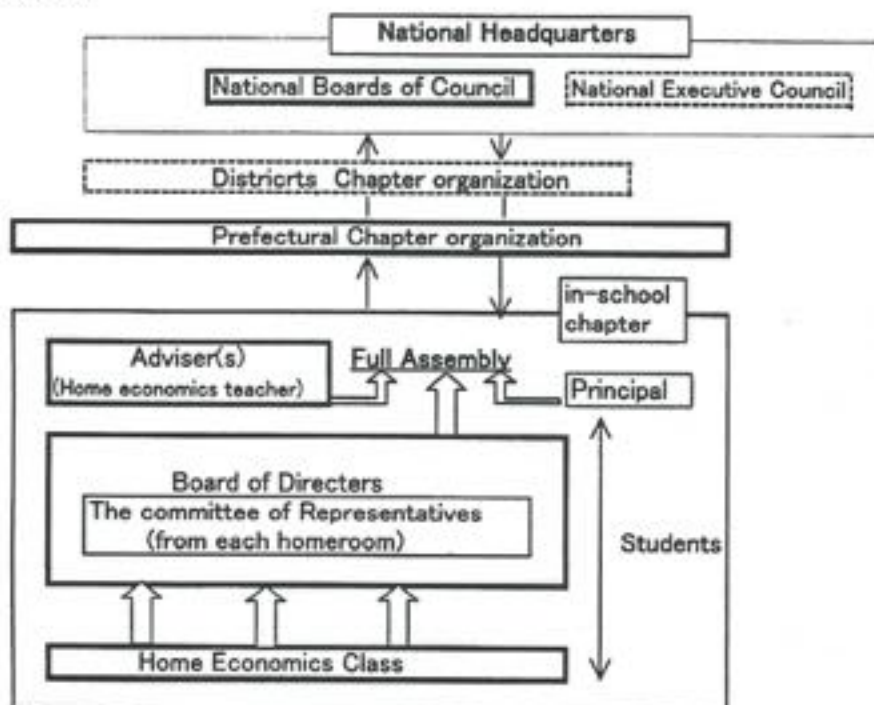


Figure 1: Image of FHJ Chapter Structure

The FHJ Structure

Each in-school FHJ chapter may function during class, outside of class, or be a combination of both, and each chapter contains adult membership, one to three advisors (home economics teachers), and their school principal. (See Fig. 1). Local in-school chapters unite into one local council board. Each local council board has annual meetings at the regional and prefectural levels in accordance with their bylaws. Meetings are conducted by sharing various activities and issues with each other. The National Leadership Meetings are held annually, and also hold the same kind of meetings at the local level.

Some in-school chapters manage FHJ as student-body activities only. Sometimes students and teachers even don't realize that FHJ is course instruction, although integration into classes has been encouraged by FHJ National headquarters as the most educational and efficient means of implementing FHJ activities. The co-curricular approach has been recommended since FHJ was founded, and more and more refers to FHJ activities in the course of study revised to contain co-curricular aspects. At present, FHJ activities are listed as one of the content items in the course of study lists, and also control the other content items.

Method

FHJ has published annual reports on "Home projects and FHJ national contests". This competition has continued since 1953, and annual reports have published from the 4th competition in 1956. In this article, the educational activity (enlightenment) in 352 titles (1956-2001) is taken up to examine the connectedness between the FHJ and local communities, in addition to clarifying its benefits.

Results

The relations between the FHJ and a local community are produced in every learning procedure (set-up, action, reflection, assessment). Table 3 shows the subjects of educational activities through FHJ activities. The division into periods is in accordance with the revised courses of study that were executed. In the early FHJ periods, it was clear that the FHJ linked movement for the improvement of living conditions by women. In "Informal sectors in local communities", it was often shown that FHJ cooperated with *fujin-kai* to hold workshops; distribute printed matters on how to make clothing, purses, and recycling handicrafts; and sell them or give them as presents. This has become rare in recent years. The change of coeducation in home economics may also affect the decrease in activities for women.

Table 3: Connections between FHJ and Local Communities

FY	n	n(%): multiple answer							
		Family	PTA/Junni	Educational Establishment			Public Agency		Social welfare related Organizations
				K-6	7-12	Reserch Institute	Local Government	Health Care Centers	
I. 1956~1962	84	5(7.8)	3(4.7)	15(23.4)	7(10.9)	0	2(3.1)	3(4.7)	2(3.1)
II. 1963~1972	81	4(4.9)	18(22.2)	14(17.3)	25(30.9)	1(1.2)	7(8.6)	8(9.9)	2(2.5)
III. 1973~1981	87	10(14.9)	14(20.9)	35(52.2)	35(52.2)	2(3.0)	9(13.4)	7(10.4)	8(11.9)
IV. 1982~1993	84	15(17.9)	18(21.4)	43(51.2)	67(79.8)	0	30(35.7)	4(4.8)	25(29.8)
V. 1994~2001	58	4(7.1)	5(8.9)	28(50.0)	49(87.5)	0	22(39.3)	3(5.4)	26(46.4)
Total	352	38(10.8)	58(16.5)	135(38.4)	183(52.0)	3(0.9)	70(19.9)	25(7.1)	43(12.2)

FY	n	Informal sectors in local communities Residents of local communities Media Vehicle							number of connections
		Groups for the improvement of living		senior citizens		TV, News paper	Manufacturing Enterprise	Rest of Others	
		<i>Fujin-kai</i>	living	women	senior citizens				
I. 1956~1962	84	13(20.3)	3(4.7)	14(21.9)	0	3(4.7)	1(1.6)	6(9.4)	1.20
II. 1963~1972	81	26(32.1)	2(2.5)	31(38.3)	3(3.7)	7(8.6)	12(14.8)	18(22.2)	2.20
III. 1973~1981	87	13(19.4)	1(1.5)	25(37.3)	12(17.9)	22(32.8)	5(7.5)	16(23.9)	3.04
IV. 1982~1993	84	11(13.1)	5(6.0)	17(20.2)	10(11.9)	31(36.9)	0	20(23.9)	3.51
V. 1994~2001	58	2(3.6)	1(1.8)	3(5.4)	14(25.0)	17(30.4)	0	7(12.5)	3.23
Total	352	65(18.5)	12(3.4)	90(25.6)	39(11.1)	80(22.7)	18(5.1)	67(19.0)	AVG. 2.64

Note: The percentage attached to under line is the most conducted in the period among the article.

"*Fujin-kai*" is one of the improvement of living in local community, and the membership is only for women.

Students have presented what they learned to their families, their peers, and their juniors (Educational Establishment; Grade 7-12). The reason for doing this was to increase educational activities for children in grades K-6, to create opportunities to make presentations about playing with children and nursing them, and to develop children's toys and their gifts. Students also utilize the media such as press releases, flyers, newspapers, and TV, to advertise their achievements.

The next finding might be that social welfare related organizations and senior citizens were the most affected by the revision of course of study. Their connections with schools have increased year by year. Students once gave them handmade products made in clothing classes and made maps for those using wheel chairs in order for them to live comfortably. Finally, manufacturing enterprises are a remarkable object of educational activities. In the 1950s-60s, some students co-developed with manufacturing enterprises to improve their school uniforms and daily supplies. As product development became rapidly in progress, less opportunity was taken to propose their achievement in studies of their own initiative. As stated above, the early stage of the FHJ aspired with women to improve living in local communities. Subsequently, they aspired to product developments for themselves, and now they have shifted their greater importance to community service activities for children and older people.

Discussion

Link to National Standards

FCCLA, the associated organization of FHJ linked the National Standards for Family, and Consumer Sciences Education were released in 2000. Based on the National standards for FACS, FCCLA has suggested their co-curricular plan (<http://www.fcclainc.org>). FCCLA projects create "excellent opportunities for learners to demonstrate mastery of the skills identified in the National Standards" (Chamberlain & Cummings, 2003). FHJ has been also at work to plan co-curricular project.

FHJ Benefits – Making connections with the real world

FHJ chapters encourage community involvement, provide volunteer services for those in need, and support student involvement in various kinds of activities. According to a survey conducted by FHJ National Council Boards in 2001, FHJ members have highly appreciated FHJ activities, and almost 90% of them answered that they had worthwhile experiences through FHJ activities. (See Table 4.) In addition, the reason students and alumni referred to the benefits of FHJ was "to meet many people through FHJ activities." The advisers listed increased opportunities to develop students' leadership, citizenship, and social skills by serving as committee members. (See Table 5.) The FHJ tries to keep the connections with community that already have, and they also make contact with new connections as well. As the connections between FHJ and communities have changed, their relationships vary. We need to notice the balance of widening and deepening their relations.

Table 4 "Have you had good lessons through FHJ activities?"
n(%)

	Students	Alumni	Advisers
Yes	211(87.2)	111(96.5)	122(88.4)
No	29(12.0)	3(2.6)	13(9.4)
N.A.	2(0.8)	1(0.9)	3(2.2)
<i>Total</i>	<i>242(100.0)</i>	<i>115(100.0)</i>	<i>138(100.0)</i>

Note. From "FHJ 50th Anniversary Issue", by FHJ, 2002, 142-160

Table 5 Benefits of FHJ

◇	Students(n=242)
•	To provide good opportunities to know other school chapters, to communicate with many people and make friends across the country.(114)
•	To recognize the feeling of closeness for local communities through voluntary and other activities, and learn to see things in broader perspective, and to behave positively.(49)
•	To be able to show opinions clearly in public with confidence, and behave properly.(16)
◇	Alumni (n=115)
•	To know many people who they might not be able to see in their ordinary life through FHJ activities. (53)
•	To closely communicate with local community residents.(26)
•	To have experiences which they can't do in their daily school lives (e.g., discussions with other schools, workshops conducted in their schools) (12)
◇	Advisers (Home economics teachers, n=138)
•	To see students' development in creativeness, responsibility, sociality and positive attitudes. (52)
•	To see students' various sides of their personalities which they cannot realize in daily classes (students' nice smiles, lively behavior, and rich creativity).(28)
•	To deepen and fasten the bonds between schools and local communities. The local community residents were pleased with FHJ activities, and it made students positive. (16)

Note, multiple answer

Hands-on learning like FHJ might support learners to motivate themselves and help to improve attitudes toward learning. FHJ activities also promote mutual greater understanding of themselves and their relationships with others by learning and practicing as well as by widening their circle of friends. Still, these advantages haven't been provided for all FHJ members, and some challenges still exist to make the FHJ become more attractive.

FHJ Hardships

a) Sluggish growth of affiliation rates

As it was already noted, home economics education changed to coeducation, and all students have been required to study home economics in senior high school since 1994. Moreover, FHJ activities were determined as the content of home economics since 1982. Fig. 2 shows the changes of FHJ affiliation rates. In this figure, each A-D period show; A: girls only (elective course), B: girls only (compulsory course), C: girls (compulsory course), boys (elective course), D: coeducation (compulsory course).

Almost one third of senior high schools (n=1743) and one tenth of high school students (10.9%) are now affiliated FHJ (national organization). It is clear that coeducation and the changes of the courses of study might not affect the affiliation rate's growth. There are two reasons to slowdown the affiliation rate. First, each student is required to pay national and local dues. The second reason is the emotional burden on advisers that may be imposed on them by the considerable arrangements for their implementing FHJ activities by themselves.

Figure 2: Changes of FHJ Affiliation

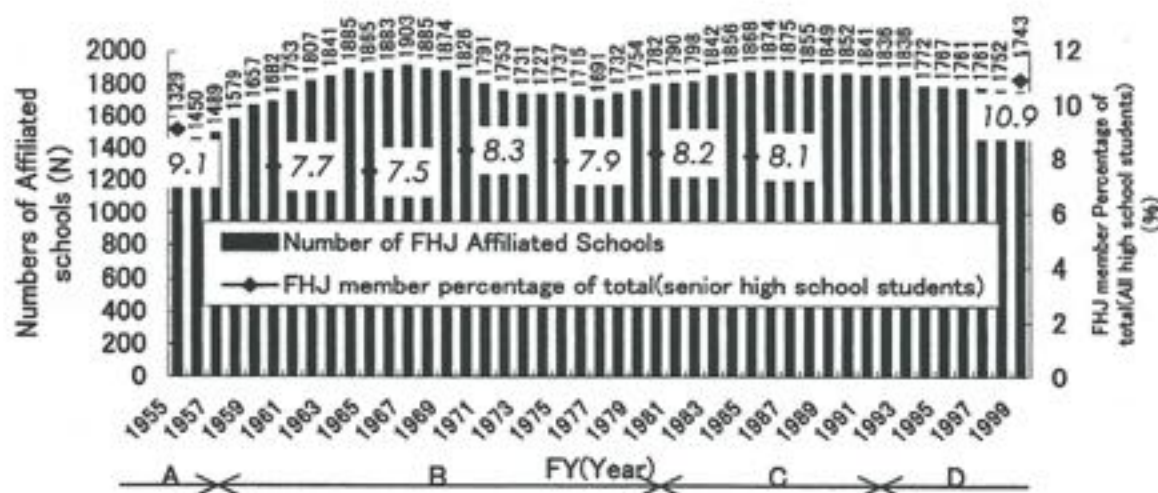


Fig.2 Changes of FHJ Affiliation

b) Difficulties in setting up life-oriented problems

In the previous national leadership meeting, many FHJ members pointed out some students take negative attitudes toward participating in FHJ activities and some students can't find out and set up life-oriented problems by themselves. The learning procedure of setting up problems is the initial point and an essential part of learning. Sharing many educational resources is necessary, but creating the opportunity to set up the problem in class is also needed. To be involved in the FHJ may build students self-esteem and sensitiveness toward living issues. It may provide opportunities for learners to make a positive difference in their schools and communities.

Summary

As Noddings argues, "We must make human relations the first priority of our intellectual and moral efforts. Schools can contribute by helping students learn how to care and be cared for" (2002, p. 38). Home economics education has played the role of fostering the ethic of care which was formerly called *women's morality* (Gilligan, 1982), but coeducation in home economics required all people to have the morality for considering others and empowering local living conditions. Also, a student's academic ability should not be measured by the quantity of knowledge acquired; it should rather be assessed by whether or not the student has acquired the ability to learn and think independently, or the student has cooperated with others to do something. Many FHJ members perceived benefits in making connections with others. Co-curricular settings are also beneficial in applying and assessing the knowledge in real life as well as for memorizing it. They are beneficial in the possibilities of developing through friendly competition among students and others. To enrich FHJ activities, networking with other advisers provides a support system, and constructing sustainable educational partnerships with local residents is effective. For teacher transfer to other distant schools, however, it needs support for arranging many resources and opportunities, which are available for local advisers.

Current education reform in Japan has encouraged students to serve and contribute to communities by linking with moral education. FHJ has also emphasized service more than developing leadership and citizenship. Cultivating morality is valuable, but FHJ may have the possibility to do more. We need to be conscious that the aim of FHJ was originally to confirm and apply learning for home economics. With FHJ, we hope for students to balance acquiring knowledge with implementing it.

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The implications of professional certification in family life education for teaching in the public schools

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The issue of professional credentialing is important to consider given increased specialization and division within disciplines and areas of study that are closely related. Credentialing delineates the knowledge and preparation professionals holding the credential possess. As professions evolve, the credentialing process becomes more defined. The recognition of competent practitioners through credentialing is an important hallmark for professions because it provides a means of quality assurance to the public. Certification promotes professional visibility and recognition, and credibility. Further, it identifies professionals who have met recognized practice standards, and encourages continuing professional development.

As a response to the growing movement for competence and accountability, the professionalization of family studies, and family life education in particular, has taken on greater significance in recent decades. This increasing recognition of family life education as a profession in its own right presents important implications for home economics education. Family life education has historical connections to home economics or human ecology but has grown to include many practitioners and educators from fields other than home economics. The professional certification of family life educators is different from comparable credentialing for home economics educators or licensure for teaching in the public schools. Nevertheless, the certification movement within family life education has the potential to strengthen academic preparation in home economics education by guiding the specialized study of families and family relationships.

Family life education is defined as instruction that develops or enriches an understanding of the physical, psychological, social, and spiritual aspects of close interpersonal relationships between persons of varying ages. It considers specific skills and knowledge that promote individual and family well-being across the life span.

Currently, there are two certification programs available for family life educators. The National Council on Family Relations (NCFR) administers the oldest certification program, the Certified Family Life Educator (CFLE) program. This program began in 1984. There are currently more than 2,000 CFLEs internationally. The NCFR is an international professional organization for family researchers, educators, and practitioners who share in the development and dissemination of knowledge about families, establishes professional standards, and works to promote family well-being. More information about this organization can be found at their web site (www.ncfr.com).

The Certified Family Life Educator (CFLE) program encourages applications from all professionals with course work and experience in family life education. Certification recognizes a proven background and understanding in ten substance areas. These ten areas are: families in society, internal dynamics of families, human growth and development, human sexuality, interpersonal relationships, family resource management, parent education and guidance, family law and public policy, ethics, and family life education methodology. While CFLEs may work specifically in one discipline, such as parenting education or marriage enrichment, their understanding of content in each of the substance areas enables them to be more effective in their efforts to educate and work with individuals and families. The Certified Family Life Educators' designation recognizes the educational and preventive nature of their work rather than focusing on remediation and therapy.

The Regular Application process involves documentation of appropriate academic preparation and/or professional experience through a portfolio review process. Applicants can apply for Full or Provisional certification. Full certification is available to those with the minimum of a Baccalaureate degree and two years experience in family life education if the degree is family-related; five years of experience if the degree is non-family-related. Provisional certification is available to those with a Baccalaureate degree and course work in all ten family life substance areas, but without the minimum two years' experience.

Graduates of NCFR-approved academic programs can apply for Provisional certification through an Abbreviated Application process. NCFR-approved academic programs have a checklist of pre-approved courses that are available from the program advisors at the respective colleges or universities or on the NCFR web site. Two Canadian universities have NCFR-approved programs at this time. Dr. James

Ponzetti directs the approved program at the University of British Columbia and Dr. Dorothy Berglund is the faculty member in charge at the University of Prince Edward Island. CFLEs must renew their certification every five years by documenting ongoing professional development and continuing education activities.

Family Service Canada provides a similar credential in the Certified Canadian Family Educator (CCFE) program. This is a formal process of certifying Canadians who are qualified and experienced in providing family life education groups, workshops and courses. In order to secure certification, applicants have to document training and experience in eight content areas. These areas include Philosophy of Family Education, Individual, life stage and family development, Families, Human sexuality, Interpersonal relationships, Values education, Group process, and Program planning. An elaboration of the specific content under each of these content areas is presented on the Family Service Canada web site (www.familyservicecanada.org).

Family Service Canada administers this program by maintaining standards, the certification and re-certification process and provides upgrading workshop opportunities for continuous learning and skill development. The date that the CCFE program started and the number of current CCFEs were not accessible at the time of this writing. As in the CFLE program, certification renewal is required every five years.

Certainly similarities exist between the certification processes in family life education and home economics; however, important distinctions are present as well. The fact that teaching in the public school system requires teachers to secure recognition from the provincial authority means that family life education is typically subsumed within home economics education. As home economics educators become more focused in an area of expertise, there appears to be a trend away from a generalist background in the traditional disciplines that comprise home economics faculties. Is it time to consider licensure for certified family life educators? Or conversely, should home economics teachers be encouraged to secure professional certification if they intend to focus their instruction on family relationships as opposed to nutrition, textiles, or one of the other areas of home economics? Would such recognition assist or hinder students' acquisition of information on contemporary family relationships? Professionals in both family studies and home economics must address these questions if they intend to cooperate rather than compete with one another over who is better qualified to teach family life education.

**Textiles that express personal, social and community issues:
Bringing school and community together**

Sharon Relkey, R. P. H. Ec., M. Ed., Nanaimo Ladysmith School District

The connections of members of the community to public schools and to students can be a powerful and positive experience. There are many rewards for these kind of experiences for all the individuals and groups involved. The community - school connection provides an opportunity for students to express their concerns with their own voices and to learn skills and communicate with people in their communities. The community connects with their young citizens by teaching them about history, teaching them skills and about building community and what it is to be a good citizen. They learn what young people care about and are concerned about. The students and the community work together for the good of people in their community.

This paper and presentation focuses on two projects and how textiles are used to express personal and community issues. High school students at Dover Bay Secondary School in Nanaimo use quilting as their voice on smoking issues and Regina Selder, a Duncan BC quilt artist works in public schools with quilts, to demonstrate sharing and caring for others.

The Tree of Life Quilt project was a project that brought the community and students together in many ways. *The Tree of Life Quilt* was designed and constructed by six grade nine to twelve students at Dover Bay Secondary School in Nanaimo, British Columbia in 1999 as part of a tobacco reduction project. The quilt was one of eight pilot projects on youth and tobacco reduction developed by the BC School Superintendents Association and the BC Ministry of Health. The goal of the project was to promote the awareness and prevention of tobacco use in BC schools. The objective was to provide opportunities for students to come together in-groups to talk about ways to become advocates and to design projects that would allow them to involve schools and communities to become tobacco free.

Joy Katzko, the Alcohol and Drug Abuse Prevention and Treatment Society (ADAPT) Coordinator for School District 68 (Nanaimo/Ladysmith) was instrumental in the promotion and construction of the quilt. Katzko has an extensive background in tobacco reduction and prevention. She developed several Ministry of Health programs including Kick the Nic 2000, and a *Tobacco Prevention Resource for Teachers, Grades 6 and 7*. Katzko had been a prevention counselor at Dover Bay Secondary for seven years when she approached me and my textiles class about making a quilt on tobacco reduction and other smoking issues. The six students from grades nine to twelve designed the quilt, chose the fabric, and constructed the quilt in three months. Funding was provided by the Ministry of Health. The students looked at tobacco advertising, they studied statistics and school policy on tobacco use, health facts, stages of change for smoking cessation, and listened to speakers from the Cancer Society. They studied the history of quilting and colour and design theory. The Nanaimo Quilters' Guild provided advice for constructing the quilt. Katzko and I provided support and assisted the students with construction of the quilt.

The quilt was unveiled by the Honorable Penny Priddy, Minister of Health to launch non-smoking week in January, 2000. The quilt has been displayed extensively at student conferences, health conferences, and home economic conferences. The quilt was invited to be displayed at the *Victoria Y2K quilt show (2000)* and the *Quilt BC 2000: Honouring the past-piecing the future* show in Nanaimo. The quilt is now permanently displayed in the atrium of Dover Bay Secondary School in Nanaimo to illustrate to Dover Bay students the story of *The Tree of Life*. The students who participated in the project felt that it was important to have a public voice about societal issues and the choices that one can make. They also felt that the quilt was about expressing themselves creatively doing something they enjoyed. The quilt also symbolizes teamwork, dedication, perseverance and cooperation.

All of the student quilters have strong beliefs about the health hazards of smoking. They made the quilt to send a message to their peers about the non-glamorous side of smoking. They want the quilt to hang where their peers can see it. One of the quilters believes that the quilt should be where students hang out. "I think it [the quilt] should be pasted to a tree in the smoking area across from the school. We can laminate it so the rain doesn't get at it" (Niosi, 1999).

The quilt is a pictorial quilt. A large tree is placed in the middle of the quilt. The left side of the quilt depicts clean air, beautiful flowers, and a blue sky--life in a world with clean air. The right side of the quilt has a black appliqued figure sitting against the tree smoking. The branches and the leaves of the trees are broken and withered. The landscape is dark, grey and dull. This side of the quilt depicts the dark, dirty

world of smoking. The bottom border of the quilt has a dolphin, the school mascot on the right, a cigarette in the centre and the dolphin bones on the right. The quilters' message is that you can choose to live in a world with clean air and beauty or choose to live in the dark, dirty world of smokers.

The Tree of Life Quilt project brought students, quilters, government, and prevention workers and teachers together to create and construct a quilt that communicates a powerful message about making choices and what the world of smokers looks like.

Regina Selder, a Duncan BC quilt artist was motivated by her personal experiences and her beliefs about sharing and caring for others to volunteer her time and share her knowledge and skills with students. Selder grew up in East Germany during World War II. She is known as the "quilt mom" and volunteers her time collecting fabric and making grief, healing and comfort quilts with school children for victims of violence. Selder also conducted a workshop at the Teachers' of Home Economics Conference in Victoria in 1995. Selder began this work when she learned of the death of Rena Virk, a Victoria teenager, beaten and killed by other teenagers. She was also influenced by an article written by a young man frustrated with adults and their criticism of youth today.

It reminded me too much of what I had seen as a child happening to people with soldiers and I could literally smell the leather boots. I can still smell the soldiers' uniforms and the boots. And to think that in this day and age in this country that I love so much, other people would kick other children--children--girls--would kick another girl to death with the heavy boots on. It just choked me up. The first thing I did was make a quilt for my own healing about Rena, in memory of Rena. (R. Selder, personal communication, July 11, 2001)

The Rena Virk quilt is made from recycled wool clothing that was gathered from neighbours and friends. Most of clothing was ripped, worn out or otherwise "broken". Selder wanted to make something new and warm out of something broken. She states:

The lovely warm quilt represents picking up the pieces and rebuilding. The red border symbolizes life and the colour of our blood--blood that was spilled. The cross symbolizes the crosses and flowers that were tied to the bridge where Rena was killed. (R. Selder, personal communication, July 11, 2001)

The back of the quilt has five themes handwritten on muslin. Anger and hate are loud and cold; love is warm and quiet, charity starts at home, it's all in the way you look at it and a piece of goodwill are four of the themes. The fifth theme relates to the difficulties with constructing the quilt. "Too square or not too square, that is the question" (R. Selder, personal communication, July 11, 2001). The wool squares were challenging to cut and sew because they stretched.

Regina Selder began her work because of her belief that violence is wrong and that she could do something about it. Her personal experiences with violence and her own work with textiles motivated her to create projects for schools and victims of violence. Selder attended youth forums on youth and violence and remembers how she came to become the *quilt mom* and spend all her spare time in schools building community and making quilts for victims of violence with students.

I can't remember where I read the story, but this young man was very frustrated and said there they sit, the older people in the coffee shops and say, 'isn't this a dreadful world. Violence--this is what our young people are doing. Teenagers are no good'. But no one does anything about the violence. After I read this story I thought to myself, well, I have counseling training, I have palliative care training, and I have this talent, I love young people, I love teaching any age group--I will put this together--I will do something. (R. Selder, personal communication, July 11, 2001)

During World War II, Selder lived in war camps. When she was twelve she was taken from Dresden, East Germany to West Germany to live with her aunt. The first year she was in West Germany she rarely spoke and only whispered because she was frightened that the soldiers would come again. An art teacher encouraged her to express herself with fabric. He gave her a box of fabric and told her to make any kind of picture she wanted. The fabric was "like a pot of gold". In East Germany, fabric was scarce and recycled for clothing and here she was with fabric she could cut apart and make whatever she wanted. She made a big circus picture with wagons and animals and as she worked on this project other students came to watch her and she began making friends. Selder regained her courage and self esteem and began to make puppets, dolls and quilts.

Selder always takes two dolls, into every classroom for students to hold. The dolls, Molly Margaret Thimble and Patches Jedermann live in a place called "Stitch-a-little, Stitch-a-lot". Molly Margaret Thimble is shy, gentle and a good friend. She hides because she doesn't want anyone to look at

her. Patches doesn't have ears because he listens with his heart. Patches' last name, Jedermaan, means "everybody" in German. Patches represents everyone.

I purposely made him with speckles. I ask the students questions. If your best friend had measles or chicken pox would you not talk to him anymore? How would you feel? Would you go and visit? I wanted him to be quite different -- especially the four colors in the face. It is the closest I could come to the four colors of the nations. The four colors represent everyone. I dress him nicely. He is just like you--he has underwear. (R. Selder, personal communication, July 11, 2001)

All classes that Selder visits are given a sewing kit or needle cushion (pincushion) made by her. Each student also receives a gift. She also takes a comfort quilt to kindergarten classes. It is usually a small blanket made of a solid piece of cotton or soft wool with appliques of children holding hands and hearts between the children. The students take turns getting wrapped up so that they can feel the comfort of the quilt. The students are given the comfort quilt as a gift and they become the caretakers for the school for anybody who is hurt, suffering, distressed or has a tummy ache. They wrap any student or teacher that needs comforting in the quilt.

Selder often takes her personal collection of historic quilts to schools to discuss pioneer times and the work that women did. She talks about how fabric was recycled for quilts, how quilting connects us and the importance of quilting for the women's social life. Students also hear about her own life as a quilt artist and her life story quilt.

Selder also creates activities for students. A grade two and three class was presenting a puppet show based on *The Little Match Girl*, by Hans Christian Anderson. The children rewrote the story and illustrated it. They rewrote the scene where the little girl freezes to death. They had a quilt for the little girl and said "If the little match girl had her quilt she would not have frozen to death because the love from our hearts would have kept her warm and so would have the quilt" (R. Selder, personal communication, July 11, 2001). Other activities include having students become artists and giving them pieces of fabric to cut up into shapes they want for a layout.

One of Selder's first projects was with a grade nine textiles class at Frances Kelsey Secondary School in Mill Bay. *The Sharing Caring Project* involved making a healing quilt for a woman who was beaten and making a pillow for her friend who witnessed the beating. The quilt took about four weeks to complete. The students learned practical quilting skills and a few life lessons, according to a newspaper article. Home Economics teacher, Jane Kirby was quoted as saying "[The students] learned not everybody is as fortunate as they are and that there is a lot of tragedy out there. They also found it nice to do something for someone else." The reporter wrote "We truly hope this quilt does what it was meant to do--heal wounds as well as give a piece of each person who made it to the recipient to comfort you and last for a lifetime of love and support" (Swanson, 1998).

At another school students made a healing quilt for the family of a classmate who died in a car accident. Selder, the students and two counselors met every Friday for several weeks to complete the healing quilt, *Threads of Life*. Purple dominates the quilt in memory of the deceased student's favourite colour. A landscape was made using strips of cloth and included strips made from her clothing. Hands were traced on the strips. They were couched and tied together with threads to symbolize the threads of life tie us together. Pennies were wrapped in netting and stitched to the palms of the hands to symbolize the character of the student who had died.

All supplies and equipment for the quilt projects are supplied. Selder brings all the fabric, thread, rotary cutters, and sewing machines to the schools. She provides the batting and the backing for the quilts as well. Only cotton or wool is used for the quilts as Selder's allergies prevent her from working with other types of fabrics. As word of Selder's work spreads, more donations are given to her to carry on her work of community building. Local thrift stores and other individuals donate fabric. Money from the Kinette Club has been donated and discounts on sewing machines have been given.

In spite of severe asthma and allergies that restrict her activities, Regina Selder volunteers her time collecting fabric and sewing machines and making quilts with students in elementary schools, secondary schools, and alternate schools for victims of violence. Quilts have also been made for teen mom day care centres, and the police cruisers of the school liaison officers. She coordinates a quilting mentoring program with mothers and has set up sewing rooms for teen moms to earn income from sewing. Her passion to help victims of violence motivates her to spend endless hours quilting. Selder believes that "quilts touch our hearts and soul" and she would like students to be ambassadors of peace and community building. She

states "Young people take ordinary cloth and create something extraordinary" (R. Selder, personal communication, July 11, 2000).

A poet herself, one of Selder's favourite poems is the following:

Our lives are pieced like a quilt
 Coloured by memories
 Sewn with laughter and tears
 Bound together with love and friendship
 (Anonymous)

Selder's work demonstrates to me that people do volunteer work because they are passionate about issues, they want to share their passions with others, they want to make a difference in the world and they care about their communities. Selder's work is as much about process as it is about the end product. The process of planning and constructing is important in Selder's work with students and she emphasizes sharing and caring with students throughout the quilt projects.

The Tree of Life Quilt project and the volunteer work of Regina Selder are powerful examples of quilt projects where young people and community members work together for the good of the community. These projects are also examples of how textiles are used to express personal, social and community issues.

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Encouraging Empathy through the Buddy Project

Colleen Edstrom, Home Economics Teacher, Kelowna School District

I have come to the symposium to share with you the research I have just completed within my Home Economics classroom in Kelowna., B.C. My research is entitled "Encouraging Empathy Through Home Economics and the Buddy Project"

What is the Buddy Project? I shall begin by inviting you to view a few images that will help you to understand the context of my research. The Buddy Project involved the partnering of a class of 26 grade 11 and 12 high school students with a kindergarten class in a nearby school over a 5 month period approximately 2 hours per week. It included both male and female students, but the majority were female due to the nature of the course. I have been teaching Family Studies and Family Management for over 15 years, and when working with adolescence one notices certain things. Adolescence is a time when young people are trying to leave childhood behind and adopt adult roles, an attempt that often results in extreme self-consciousness and inner focus. In deciding to implement a buddy project into my program, one of my original goals was to help my high school students to be less self-centered and look beyond themselves. Mrs. Rose, the kindergarten teacher I consulted with, also felt that this interaction would help her five year old students to look beyond their own small world, since this age level also tends to be self-centered.

A typical buddy interaction day finds the senior students walking as a group to the elementary school one block away. The kindergarten class awaits their arrival and the high school students and kindergarten buddies greet each other. One of the teachers (usually the kindergarten teacher) describes and gives the instructions, goals, and objectives for the day's lessons, to the whole group. For example, the activity for the day may be patterns and sequencing using various shapes. The matched buddies then proceed to carry out the various activities at the designated "stations" or areas. When extra time permits, the buddies might read together or play an interactive educational game together. When the time is over, approximately one hour, the high school students say goodbye and walk back to the high school as a group with their teacher. Back in class, the high school students then fill in a "reflection" about the activities and experiences of the day. I integrated the Buddy Project into the Family Studies and Human Services curriculum because this curriculum focuses on child development and parenting skills.

As I developed this Buddy Project, I began to feel that there was more to this than meets the eye- that the students were learning more than just about child development. I felt they were learning to show empathy. Could I prove this theory of mine?

When I examined the literature on empathy I discovered some very interesting information: caring is a way of being in relation, not a set of specific behaviors. How then do people develop the capacity for caring? Can it be acquired or taught? Nel Noddings, a noted author and researcher on caring and empathy, believes that it can be taught, and that we as teachers need to provide opportunities to learn to care. Teens naturally have enormous self-interest, as can be observed by this photo (see transparency) but they also have the capacity to be deeply concerned for others, and schools rarely give them a chance to practise the skills needed to develop this capacity. Noddings also states that we need the services of energetic and altruistic teenagers and that high schools should restructure curriculum to make a part of each day directly devoted to themes of care. Clearly, Noddings implies that the development of caring relates to fostering belonging in society.

We, as educators, know that children learn values and specific behaviors from family members, peers, and teachers, as well as from the media and other societal institutions. Children learn from observing others' behaviors and from the values, attitudes, and cognitions communicated to them. Some of these exposures are negative. Some students come from home situations that are less than desirable. When given opportunities to observe positive role modeling (such as the kindergarten teacher with her students) and participate in their own role modeling, they learn to put positive behaviors into practice.

Example (meaning role modeling) and practice in the context of real relationships are a powerful combination in developing caring. In conducting my research in my classroom my main orienting question was: Can the Home Economics curriculum, and the Buddy Project, serve as a vehicle to encourage empathy? Then further, what types of learning tasks must I design to offer the structure needed for my students to become more empathic and caring?

I chose to use action research as my mode of inquiry. It follows a pattern of reflecting, planning, acting, reflecting, and re-planning that is known as the spiral cycle (Tripp, 1990). This is the model that I have chosen to use as the structure to guide my research.

I chose to use 3 cycles in the time frame I had. Each cycle had a plan (the goals for the buddy project), an action (how I carried out the plan), the observations (what I observed and what my students observed and reflected in their journals), and my reflections (what I learned) based upon what occurred during that cycle. The results of the first cycle helped shape my plan for the second cycle, and the results from the second cycle shaped the plan for the third and final cycle. At the completion, six students were interviewed to discuss their experiences and learnings in the Buddy Project. The data set I chose to use consisted of photographic images, my extensive field notes and journal writings, student surveys, student reflective journals, and student questionnaires.

Here are a few of my observations: Some students were more communicative than others. In the first cycle (I called "getting to know each other") I particularly noticed one high school student who started off with little or no interaction with his little buddy (Figure 1).



Figure 1: The physical distance corresponds with the emotional distance. Source: C. Edstrom, personal collection.

Within three interactions I observed a noticeable change.. At first Bill (a pseudonym) was very complacent and disinterested. He also had expressed to me and to a few other classmates around him, that he was "not that interested in working with little kids". From the eyes of an experienced teacher, I saw him as a student who possibly had a tough exterior as his "cover". I was fairly certain there was some softness underneath that could be coaxed out of him. After only four interactions there was a very observable change in his attitude and his demeanor (figure 2).



Figure 2: Note the body language – it speaks volumes. Source: C. Edstrom, personal collection.

In cycle 2 (called "praise and encouragement") the students were encouraged to observe the kindergarten teacher and her attitude and actions with her students. They also were encouraged to offer praise and encouragement to their buddies and then note their reactions. It was very beneficial for my students to record their own observations.

In cycle 3 (discovering empathy through shared reading) my students were asked to read with their buddies stories that were focused on empathy and caring. The students became very involved in their story reading. I could tell that they felt very comfortable together and the little buddies responded well to the guidance from their big buddies. Both groups found it easy to identify caring and kindness in the literature when they searched together and I feel it definitely reinforced the concept of empathy.

At the completion of the project my students were given a survey asking what they learned from the Buddy Project. Their responses were very interesting. I looked for commonalities and compiled 6 common responses that they had expressed in their own words:

- a) They learned to be a better person
- b) They were more caring and giving towards others
- c) They saw themselves as being an example or role model for the children
- c) They had a better understanding of how young children think and feel
- d) They became more loving, willing to make an effort for someone else
- e) They developed an understanding of the child they once were

Here are a few conclusions I made: Firstly, direct, explicit instruction about empathy and caring by way of structured task design appears to have had the intended effects: there is a transformation in the students' behaviors. The behavior goes well beyond naming and identifying, and includes the spontaneous and authentic gestures of sharing, giving, showing patience and kindness, listening, offering praise and encouragement – behaviors identified as characteristics of empathy and caring. High school students are also able to recognize and identify the development of empathy and caring in themselves, and think of themselves as becoming better people and better role models. In essence, it was "catching them being good". Secondly, is the value of experiential learning. It would appear that these high school students can develop understanding best through lived experiences. It is in the **doing** of something (making it concrete) that the embedded abstract construct (i.e. empathy) takes hold, becomes internalized and understood in a way that the students can become aware and capable of reflecting on their own actions.

At the very least, what Home Economics teachers can take from this project is the need to design learning tasks that will directly engage students in empathy and caring behaviors. The Buddy Project is rich with suggestions for learning tasks that provide the supports that particularly previously unsuccessful

students can now succeed. Home Economics, is by its nature, filled with opportunities for experiential learning. The Buddy Project once again highlights this as fundamental in the learning needs of our students.

Lastly, as educators, we need to think of ways that we can strategically make connections between our students and an "other" ... one who is open, trusting, non judgmental, unconditionally accepting and giving. Young children immediately come to mind, but there are other possibilities with this project: developmentally delayed, the elderly in seniors homes, and even caring for pets (perhaps from the local SPCA, animal rehabilitation center, the zoo) would work as well.

As a result of conducting this action research I have become a better teacher. I believe the education system must look to ways to provide opportunities to teach and model empathy whenever possible. What is reinforced through the school system in terms of caring and empathy can have positive repercussions for the greater community.

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Addressing The Epidemic of Obesity in Kids: Creating an Environment Where Healthy Food and Physical Activity is Valued

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Schools share the responsibility with parents to promote knowledge, attitudes, and behaviours amongst our children that will develop healthy eating and physical activity patterns for maximising health, intellectual development, and overall quality of life. The current epidemic of obesity in kids is a health catastrophe in the making. We need to be aware of all the factors that contribute to it and begin addressing it immediately in our schools, homes, and communities. Creating an environment where healthy food is modelled, valued, and accessible is vital in the battle against obesity and chronic disease.

The facts

a) Canadian children are getting fatter

In Canada, our rate of overweight children has doubled in 15 years to 29% of boys aged 7-13 and 24% of girls. The rates of obesity have increased even more dramatically from 5% in 1985 to 13%. We are seeing "adult" diabetes in young children, and even very young children with high risk factors for heart disease.

A Statistics Canada longitudinal study (1998/99) reported the rates of overweight children between the ages of 2 to 11 as 37% and classified 18% as obese. Interestingly, the rates of overweight are higher in boys than girls (38% boys and 35% girls). (note: the rate of obesity in kids decreases with age i.e. more toddlers are obese than older boys) (1). High proportions of children living in low-income families are overweight and obese. The proportion of overweight and obese children decreases as the family income increases. Fewer obese children (38%) are active compared with non-obese children (47%) and, predictably more obese children (38%) are inactive compared with non-obese children (30%) (Statistics Canada, 2002).

Note: The definition of overweight and obesity is obtained by using the BMI (Body Mass Index). Kids are considered to be overweight if they are above the 85th percentile and obese if they are above the 95th percentile.

b) The costs are high

Medical:

Childhood obesity is a strong predictor of obesity as an adult. This relationship gets stronger with age. 26-41% of overweight preschoolers will remain obese into adulthood; and approximately 50-70% of obese 10-18 year olds will remain obese as adults (Woodward-Lopez, Ikeda & Crawford, n.d.).

The following statistics are from a research excerpt from *Improving Children's Academic Performance, Health and Quality of Life. A Top Policy Commitment in Response to Children's Obesity and Health Crisis in California* (Woodward, et al. , n.d.).

- An (American) study of 4th, 5th, and 6th, graders found that 53% already had one or more cardiovascular risk factors.
- Obese children have higher rates of cardiovascular disease risk factors than non-obese children. One study found that only 14.4% of obese children were free of cardiovascular risk factors compared to 79.1% of normal weight controls. Another found that 60% of overweight children aged 5-10 years already have a risk factor for heart disease such as high blood pressure or elevated insulin levels.
- Extremely obese children may experience medical problems associated with their weight while they are still children. These include: high blood pressure, increased stress on weight bearing joints, Type 2 diabetes, sleep apnea, asthma, hyperlipidemia, and chronic hypoxemia.

- Reaching children before they become obese is particularly critical given that obese children have increased mortality as adults independent of adult weight. It has been suggested that those who are genetically susceptible to obesity are at high risk for medical problems later in life without early environmental manipulation to prevent obesity.

Psychosocial Consequences: Pressuring children to be thin has not helped decrease the incidence of overweight. Instead it has resulted in rampant body dissatisfaction, poor body image, low self-esteem, and eating disorders.

Self-Esteem: Feelings of social incompetence, low self-esteem, and symptoms of depression are closely linked to obesity – *especially if the child is made to feel responsible for his/her weight*. The child who grows up with a poor self-image is less likely to achieve his/her potential role in society as a healthy, productive individual.

Discrimination: young people who are overweight are at risk for social discrimination.

Distorted body image: Feeling fat and wanting to lose weight by dieting are becoming normative for girls as young as nine to eleven years old.

Adult obesity: British Columbia still has the lowest rates of overweight in the country but its rate of increase has been sharper than the national average:

It is estimated that more than 2,000 British Columbia residents die prematurely each year due to obesity-related illness. Obesity-related illnesses cost the British Columbia health care system an estimated \$380 million dollars annually, or 4.5% of total direct health care costs in the province. When productivity losses due to obesity, including premature death, absenteeism and disability, are added, the total cost of obesity to the British Columbia economy is estimated at between \$730 million and \$830 million a year, equal to 0.8% of the province's Gross Domestic Product. ("The cost of obesity in British Columbia", 2001).

c) Inadequate nutrition compromises academic achievement and potential

Food insufficiency, whether from poverty, eating disorders, or "under nutrition" from too many nutrient-poor foods hampers academic achievement.

Children who suffer from poor nutrition during the brain's most formative years score much lower on tests of vocabulary, reading comprehension, arithmetic, and general knowledge (Brown & Pollitt, 1996).

Even moderate under-nutrition (inadequate or sub-optimal nutrient intake) can have lasting effects and compromise cognitive development and school performance (Center on Hunger, Poverty and Nutrition Policy, 1995).

The Context of Obesity

The global epidemic of obesity is a complex entity. Certainly the old explanation of energy intake vs. expenditure is too simple and fails to convey the context in which this epidemic has grown. It is not the child's fault; it is a complex combination of genetics and environmental factors. Our job as parents, educators, and health care personnel is to create an environment in which children can grow up healthily.

Eating Habits

Our eating habits have changed dramatically in the last 30 years:

Type of food: increase in type and variety of high calorie, non-nutritive food. "Junk food" is everywhere and advertised incessantly. The majority of kids do not meet Canada food guide requirements for optimal nutrition.

Serving Size: Serving size of foods continues to grow. For example, originally a coke was 6oz and it was an occasional treat. Now it is often consumed daily and is a minimum of 12 ounces. Most North Americans eat 500 more calories per day than they did 20 years ago and are considerably less active.

With the trend of "super sizing" everything is getting much larger: The following carbonated beverage examples are from 7-11:

Size	Name	Approx. sugar content (tsp.)
28 ounces	Slurpee	23 (There are roughly 9-10 tsp. of sugar per 12 oz. Pop)
32 ounces	Big Gulp	27
44 ounces	Super Big Gulp	37
53 ounces	X-treme Gulp	44

POP Facts

In 2001, the advertising budgets of Coca-Cola and PepsiCo approached \$3 billion in the United States alone. Soft drink companies aim advertising campaigns at children in efforts to develop lifetime brand loyalties and capture market shares ("emotional branding") (Fried & Nestle, 2002). Students in schools that provide access to soft drinks and snack foods are less likely to consume fruits, juice, milk, and vegetables than students who do not have such access (Fried & Nestle, 2002). North American males 12-19 years old drink an average of 868 cans of pop per year – more than 2 cans per day (Ohio American Academy of Pediatrics, 1999). That's on top of candy, junk food, McDonalds etc.

Four serious health issues have been tied to increased soda intake:

(and consequent decreased dairy intake) in children (Ohio American Academy of Pediatrics, 1999):

- Obesity (from the calories)
- Osteoporosis and bone fracture (from inadequate calcium intake)
- Enamel erosion and dental caries (due to soda's acidity)
- Classroom behavioural issues (due to the caffeine).

Experts feel the rapid introduction in the 1970s of high-fructose corn syrup into the food supply, mainly in soft drinks, is a main contributor to the global obesity epidemic (Bray, 2002). Fructose converts to fat more than any other sugar ("Sugar is sugar", 2003). A Boston study with 6th and 7th graders: the odds of becoming obese increased 60% for each additional can or glass of sugar sweetened drink the kids consumed daily (pop, punch, lemonade, Kool-Aid, iced tea) (Ludwig, Peterson & Gortmaker, 2001). Most people who eat excess calories in the form of solid food at one meal will automatically partially compensate by eating less at later meals. The same is not true when consumed in liquid form. (i.e. if you take extra calories as liquids, you will consume more overall) (Mattes, 1996).

Disordered Eating

Eating disorders like anorexia nervosa and high intake of non-nutritive food are different ends of the *disordered eating spectrum*. We need to promote a home and school environment that encourages healthy eating and acknowledges the differences in children's bodies and talents. We also need to "...change the perception of overweight and obesity at all ages. The primary concern should be one of health and not appearance" ("The surgeon general's call", 2001). Kids (and most adults!) are out of touch with hunger cues: they are eating out of boredom, frustration, convenience, or because they have to. We are also eating on the run, relying heavily on convenience foods and eating in front of the TV or computer. There is a direct correlation between eating in front of the TV and obesity (Dennison, Erb, & Jenkins, 2002).

A Harvard University study found that children as young as nine were trying to control their weight by smoking. Researchers found that 17% of girls and 15% of boys, between the ages of nine and fourteen, had experimented with smoking or were considering smoking because of their concern for weight control (Tomeo et al., 1999).

Environment/Lifestyle

In today's media saturated environment it is vital both at home and at school to be able to educate kids about the power and pressure of advertising. They need to know that "fun food" is not necessarily good food, that there is more than one body type, and that the choices they make daily adds up to good health or not.

Environmental Concerns (Gingras, n.d.):

- parents/schools using junk food as reward system
- schools using nutrient poor foods as fund raising items

- vending machines in schools: increase access to poor food choices, reinforce poor food choice as desirable.
- junk food advertising
- pressure to be thin
- few role models for healthy exercise and diet.
- high percentage of high calorie, high fat products advertised incessantly.
- nutrient poor food available everywhere - including schools
- speed of eating – correlation between fast eaters and being overweight. It takes 20 minutes for stomach to send satiety cue to say it is full : people who eat too fast eat too much. Children need a calm place and enough time to eat lunch.
- over reliance on automobiles.
- distractions when eating – TV or computers on means that people eat without being aware of what they are consuming.

Physical Activity

Establishing an active lifestyle early on is critical not only because habits are formed early in life but also because some of the health risks resulting from inactivity are developed in childhood and cannot be reversed (Woodward-Lopez et al., n.d.).

Children today are less active than ever before and activity levels decline as they get older, especially in girls. This is in part because of

- Cutbacks in PE class time
- Emphasis on technical or other skills
- Reduced time spent outdoors
- Kids being driven to school
- Safety issues – not allowed out to play except with parents.

Too much TV, video games, and computer time is a major concern:

- Early childhood is a time of tremendous growth for children and the amount of physical activity positively affects the strength and amount of bone mass developed. A study of pre-schoolers found that girls who watched more television measured lower in the amount of hipbone density (Janz, 2001).
- Another study on the relationship between metabolic rates and television viewing found that metabolic rates during television viewing were significantly lower than during resting periods for a group of obese and normal weight children, ages 8 to 12 years old (Klesges, Shelton & Klesges, 1993).
- In a study of pre-schoolers (ages 1-4), a child's risk of being overweight increased by 6% for every hour of television watched per day. If that child had a TV in his or her bedroom, the odds of being overweight jumped an additional 31% for every hour watched. Pre-school children with TVs in their bedroom watched an additional 4.8 hours of TV or videos every week (Dennison, et al., 2002).

Benefits of Exercise

Exercise appears to positively impact brain functioning as well as resulting in more productive classroom time. PE may be acting as a much-needed break helping the children remain alert and focused in the classroom or it may reinforce classroom learning (Woodward-Lopez et al., n.d.).

Exercise also

- Makes it easier to attain healthy body weight.
- Improves emotional well-being by reducing depression and anxiety, and improving mood.

- Improves health whether or not weight loss results.
- Improves the ability to sleep.
- Improves attentiveness, energy level, and the ability to concentrate.
- Is associated with lower mortality rates among both younger and older adults.

Modelling a Healthy Environment

Modelling healthy food choices and behaviour in the school and at home is critical in the process of developing healthy children. Children learn from their environment what is right, acceptable, and expected of them. Parents who "diet", have disordered eating patterns, who are inactive, or who smoke can expect that their children will learn these habits. Schools where junk food is readily available (cafeteria, vending machines, school stores) can expect children to purchase those foods and view them as preferential to more wholesome foods.

New ways of thinking: Vending machines and fast food outlets are in American schools in record numbers and are creeping into Canadian schools. They generally have lucrative amounts of money attached to them. Studies are beginning to show there are alternatives to fundraising with poor food choices. Schools need to work with PACS, teachers, nutritionists, and parents to be creative in finding other ways to increase revenues.

In a report in the American Journal of Public Health, researchers surveying 208 predominantly black neighbourhoods in Minnesota, Mississippi, Maryland and North Carolina found that people with access to a local supermarket selling good produce at reasonable prices ate one third more fruits and vegetables than people without one. Access to two supermarkets led to even better diets, including diets low in saturated fats. Predominantly white neighbourhoods have five times as many supermarkets as predominantly black ones, as well as more cars for easier access to markets ("UC Berkeley Wellness Letter", 2003).

Teachers and health professionals play a vital role in the health of our children: At a time when government is cutting funding for nutrition classes, they are also beginning to understand the cost of nutrition related diseases such as obesity, diabetes, heart disease etc. and placing an emphasis on prevention of chronic diseases.

Teachers are ideally suited to influence

- food selection
- the way children/youth think about food
- body image issues (including hunger/satiety signals, how kids feel about their bodies, discussing diets etc.)
- healthy food preparation
- understanding of the effect food has on athletic performance, looking good, overall health, bone health, fatigue, mood etc.
- contents of lunches/ snacks
- media awareness
- parent's understanding of nutrition

Kids who are well nourished and physically active feel better, learn better, grow better, and "behave" better.

Conclusions

1. Creating an environment in which healthy food is valued and available is extremely important. Teachers and schools play a vital role in the health of our children and the future health of our society and are ideally situated to make a difference in the obesity epidemic.
2. Schools can be a major part of the solution to the epidemic of obesity by ensuring that PE classes are an essential part of the curriculum at all grade levels, a minimum of 3 times per week. Make physical activity a priority both during and after school. There should be an emphasis on physical activity as fun, healthy and rewarding. (Within that context, not all students should be expected to be athletes, allowances should be made for various levels of skill and interest, there should be no room for bullying and size discrimination). Emphasize health not body shape or type.
3. The entire school environment should be one that supports healthy eating patterns:

- Schools should work toward implementing a food policy, which provides guidelines for foods served at school. There should be an overall emphasis on nutritive foods.
- Nutritious food choices should be
 - Available in the cafeterias, meal programs, stores, and vending machines.
 - Used for fundraising activities instead of traditional high fat low nutrient foods like chocolate bars, chips etc.
- Fundraising efforts should focus on non-food means of raising money.
- The concept of food as a reward in school should be discouraged. Instead offer bookmarks, stickers and other non-food items as incentives.
- Funding should be adequate to ensure all children get nutrition classes in home economics and CAPP. Classes should include critical thinking about media messages.
- Increased co-ordination with local health departments (nurses, dietitians) teaching parents and teachers the fundamentals of good nutrition, healthy meals/snacks/habits, and key topics such as body image, and prevention of chronic disease.
- Calm space and adequate time to eat lunch.
- Discussions around barriers to healthy eating within each school environment need to be undertaken. (Poverty? Lack of information? Time starved working parents? Perception of revenue generation?)

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SpaceStation 5-5-3-2 Intergalactic Nutrition Training Centre: A New CD-ROM-based nutrition education resource for grades 6-8

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The British Columbia Dairy Foundation launched an exciting CD-ROM-based nutrition education program for grades 6, 7 and 8 students during the fall of 2002. This program was over two years in development. Today's presentation will outline the development process, showcase the CD-ROM and accompanying Teacher Guide, and provide preliminary feedback on the resource.

All BC Dairy Foundation nutrition education programs are designed using a proven education model that creates behaviour change (Shortridge, 1985). The model follows a system of self-assessment, identifying solutions, goal-setting and goal achievement. The programs are designed to enable students to improve food choices. Learning activities reflect what students need to know to build these skills. This education model was first field-tested with grade 5 students. Results show that this approach actually helped students make remarkable improvements to their food intake (Howison et al, 1988).

In the spring of 2000, BC Dairy Foundation decided to update the nutrition education program for the grade 6-8 level. Students in this age group present several challenges to the resource developer. They are aged 11-13, popularly referred to as 'tweens'—between the rock of childhood and the hard place of adolescence. One observes growing differences between what appeals to boys and girls in this age group. In addition, they are a very media-savvy age group. In an informal survey undertaken by BC Dairy Foundation, it was learned that even in very low-income areas of Vancouver where you might not expect easy access to computers, 93% of students use a computer one or more hours per day and 72% had a computer at home. In higher income areas, the latter figure was 95-100%.

Compounding the challenges, while students are very media-savvy, the technology available at schools varies tremendously. Furthermore, teachers are less comfortable with computers compared to their students.

For nutrition educators, the audience presents several additional challenges. The oft-cited obesity rates are a call to action for all health educators. Specifically, the obesity rates among youth doubled since 1981 (Tremblay et al, 2000). Seventy-five percent of grade 7 and 8 boys and girls fail to meet the minimum number of servings for Vegetables & Fruit group; 53% of this group fail to meet the minimum recommended servings for Milk Products (McCreary Centre Society, 1999, p. 13). Across this age range pop consumption rises dramatically: 30-40% drink pop daily in grade 6; 50% drink pop daily by grade 8 (King, 1999 as cited in "The Health of Canada's Children", 2000, p. 86). We also see a big rise in breakfast-skipping: 30% of grade 6 students skip breakfast; 40-50% skip breakfast by grade 8 (King, 1999 as cited in "The Health of Canada's Children", 2000, p. 85).

BC Dairy Foundation decided to develop a CD-ROM-based program, since this is an exciting medium, allowing for sophisticated graphics and sound to capture the attention of students in the grade 6-8 age group. After careful testing of a variety of character sketches in different scenarios, we chose a space station theme set in the future. This allowed for developing a fantasy world that appealed to girls with adventures that appealed to boys. The development challenge, technologically, was to strike a balance between the sophistication students are used to while taking into account the realities at school.

Continual testing over the next two years with grade 6-8 students and their teachers informed the decisions about the development of the program. Hundreds of students and their teachers were involved in the 2-year developmental testing process. Testing examined appeal to students, effectiveness of the learning activities as well as technical issues.

During the course of testing, it became apparent that a teacher guide would greatly enhance use of the program. The teacher guide not only serves as a handy reference for teachers, but also extends the learning with classroom activities to enhance the basic skills. A follow-up activity ensures students have an opportunity to practice and apply their new skills following use of the CD-ROM.

The resulting program, SpaceStation 5-5-3-2, is designed to teach student to assess their food intake and create plans for improvement. The skills required are to be able to classify foods into food groups, figure out serving size, assess for 5-5-3-2 minimums (the minimum recommended intake from the Grain Products, Vegetables & Fruits, Milk Products and Meat & Alternatives food groups, respectively), and finally, making nutrition plans and problem-solving.

For each skill, SpaceStation 5-5-3-2 allows students an opportunity to learn about the skill and to practice the skill with guided feedback. For example, students learn about serving size from Professor Klunk in the Growmogrifier. Professor Klunk introduces a key reference standard for each food group (e.g. a slice of bread) and then demonstrates how sometimes helpings can be smaller or larger than the standard 1 serving (e.g. a hamburger bun is two servings; a submarine bun is four servings).

Students practice figuring out serving size in the CD-ROM when they enter the Station Kitchen. There, they have to help Chefbot figure out serving size for several menu items such as Nebulous Chicken Wrap and a Veggie Burger meal. Students are guided in their practice with corrective feedback from the computer. As an aside, two of Chefbot's recipes appear in the teacher guide.

Continuing with the serving size example, the teacher guide supports the CD-ROM learning with classroom practice on serving sizes. Teachers are encouraged to build an 'estimator's kit' to allow students to help themselves to food (e.g. cereal), estimate serving size by comparing to the photographs in a serving size poster, and then to verify their estimation using measuring utensils.

As students practice figuring out serving size they will come to understand several rules of thumb for estimation. These are summarized in the 'Hints' section of the CD-ROM. They are also printed in the Teacher Guide as a master for duplication.

This pattern of learning about a topic and getting guided practice ultimately leads to the main learning activity in SpaceStation 5-5-3-2, where students enter a food record for themselves for an entire day and assess their intake. This time, the assessment is completely independent of any feedback from the computer. Opportunity to evaluate this assessment is provided through printouts from the computer. These can be peer-checked or evaluated by the teacher.

Following completion of the assessment, students are guided to prepare nutrition plans for how they will improve food intake from a food group of their choice. They begin a problem-solving process that continues as they keep a Follow-up Food Record. This is a 3-day food record allows students to track intake from the food group for which they made a plan. These Follow-up Food Records are supplied as a class set of student materials that are re-supplied annually.

SpaceStation 5-5-3-2 was introduced in the fall of 2002 through teacher workshops in BC. Both student and teacher reaction is overwhelmingly positive. As reported by students, we are meeting the outcomes of the program in helping students assess their diets and plan changes. Teachers recognize SpaceStation 5-5-3-2 as a highly motivating and engaging program and appreciate the well thought out lessons and masters in the teacher guide.

The program is available through workshops to teachers in BC for \$45.00. The kit includes a teacher guide, CD-ROM, class set of Follow-up Food Records and Serving Size Poster. Contact the BC Dairy Foundation for availability outside BC. Visit www.spacestation5532.ca to see more about SpaceStation 5-5-3-2.

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Food - is it all that simple?

Lindsay Babineau, *Agriculture in the Classroom* www.aite.ca

With only 3% of the population still farming most of us have lost any connection to the land and may take our food supply for granted. Most of us have very little knowledge of where our food originated, how it was produced or even how it got to the store but we demand that it be fresh, nutritious and wholesome. We even now demand that it be produced in a sustainable way. Food comes to us through a complicated food system. This system can be defined as the process by which food is produced (grown, raised, harvested or caught), transformed to useable products through processing, made available for purchase, consumed and eventually discarded. Many of us are unaware that the choices we make in the supermarket and at our favorite restaurants can affect both the local and the global food systems. As world populations soar there is an every increasing pressure on these food systems. Now more than ever we need to preserve and protect our local food lands and community food supplies in order to sustain our food system.

The Food System (Figure 1)

At the centre of the food system is the farm. The farm requires:

A) Inputs

Natural resources: plants, seeds, soil, water, compost, animals, natural fertilizers, energy

Human Resources: skills, knowledge, labour

Man Made Resources: application of technology through equipment, computers, vehicles, buildings, roads etc.

B) Outputs

Food is the most important output. In terms of production our basic food items are either grown and harvested (plants); raised (animals and birds); or caught (wild fish and game).

Farms are the centers for food production. Today's farms vary in size and diversity.

C) Food Processing

Raw materials are transformed to processed food products either in processing plants, restaurants or at home in our own kitchens. The resulting products are either more palatable, have a longer storage life, or are more nutritious.

D) Distribution

Raw materials and finished food products must move from the farm to the processing facility to the consumer. Along the way they may be stored and sorted in warehouses, and then sent to retail outlets where they are displayed for the consumer. With a global economy and trade happening with countries all over the world some products may travel thousands of kilometers.

E) Access to Food

Most people access their food at grocery stores, restaurants, direct from the farm, or from specialty food stores. Some even have food delivered directly to them. Others may have limited access due to low income, restricted transportation, etc. In many countries hunger is common.

F) Consumption

Different ethnic or religious backgrounds, the cost, the taste, the freshness, and how they will affect our health or our appearance are all factors that contribute to what foods we choose to eat and how we choose to prepare them.

G) Waste Outputs

But in order to produce food we must also produce waste – from the production to the distribution to the consumption there will always be waste i.e. excess fertilizers, pesticides, fossil fuel emissions, food packaging. Recycling, composting, integrated pest management, zero tillage, alternate fuels, biotechnology, are all designed to reduce waste resulting from food production.

Lessons surrounding the food system are most effective when they are hands on, practical and interactive. Students should be encouraged to participate in discussions on food system issues. Discussion can provide opportunity for students to use their critical thinking skills when exposed to a wide variety of perspectives on controversial issues. Lessons should relate to life at home, school and in the community and be related to possible future employment in the food system.

Questions Arising

As we learn about the food system, either through the media, instruction, or word of mouth questions are raised:

- How do I know that it is safe for me to eat?
- How far did this product travel?
- Has the production of this product contributed to global warming?
- Does this product contain genetically modified plant material?
- Where the animals or workers fairly treated?
- What does the word organic mean?
- Could I use another product that is produced locally in its place?
- What careers are their available to me in the food system?

In asking just the first question, "*Is our food safe to eat?*" we can start to realize the educational potential:

The farmers in British Columbia are subject to both federal and provincial laws that require them to produce raw food products (of animal and plant origin) that are of the highest quality and are safe for human consumption. The food we eat is subject to rigorous Canadian food inspection standards for food safety. Through regular programs, foods are monitored for chemical (pesticides and antibiotics) physical and biological hazards. Farmers realize that they must meet the highest production standards to meet public demand. (Grow BC – A Guide to BC's Resources)

Sustaining the Food System

Your students are consumers and will be decision-makers tomorrow. Making your students think and ask question about the products they are using will open their minds to their communities, their countries and to the world. Teach them today that their purchases and actions can make a difference to local and global economies, environments and quality of life.

How Can Agriculture in the Classroom Help You?

Agriculture in the Classroom programs are located in all of the provinces (with the exception of Quebec) and in most of the United States. Some are operated through government offices and others are run as private foundations but all maintain similar goals: To provide teachers with high quality resources and professional development that will:

- Promote an awareness and understanding in schools of sustainable agriculture and food systems
- Enable students to make informed decisions about food choices, food safety and the importance of local food supplies
- Foster an awareness of careers to be found in the agricultural and food systems.

The national site for AITC is found at www.aitc.ca.

BC Resources

Grow BC - A Guide to BC's Agriculture Resources
Grow BC Map
 All About Food
 Rocco and Jody's Misadventure
Think Global – Eat Local – Summer Institute
Unit Plan 2002

Feeding Frenzy
 Put Your Money Where Your Mouth Is
 The Sustainability Road Show
 The Challenge of Change
 Genetically Modified Organisms

The Food System

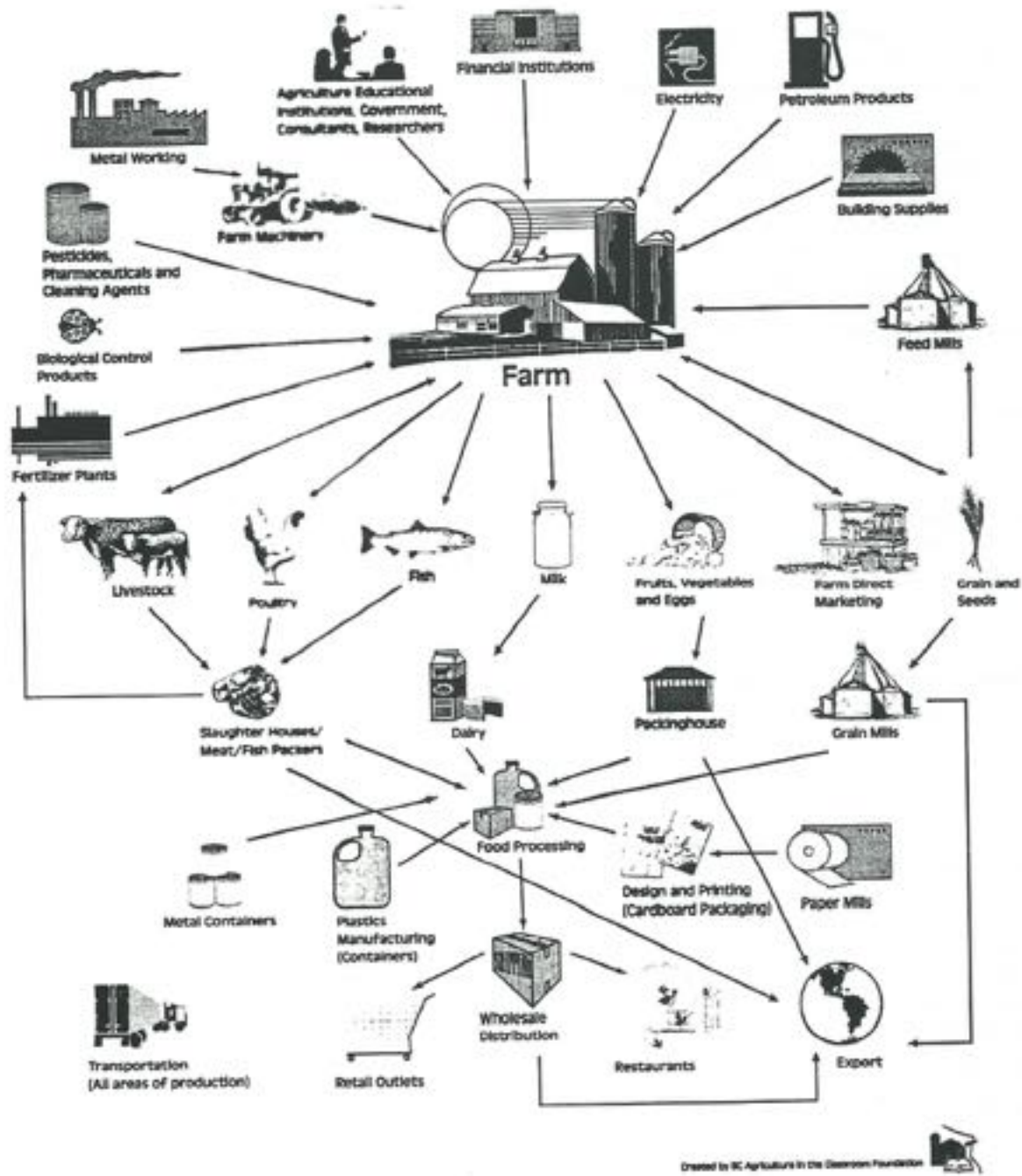


Figure 1: The food system

How Working in Food Security Has Affected My Life

Barbara Seed, Community Nutritionist, Fraser Health Region, White Rock, B.C. and UBC Instructor - Food, Nutrition and Health

I am very passionate about working in food security. It has had a major impact on my life, and you may be surprised at how it can infiltrate your life too, considering that elements of food security have now been integrated into the Food Studies curriculum. This work has challenged me in a way that I have not faced before in my career. I considered a sub-title for this presentation of "how acting with integrity can sometimes be difficult". Working in food security has compelled me to "walk my talk" in many different ways, and has blurred the lines between my personal and work life.

I'm going to outline my journey to the centre of food security for you, and in so doing, hope to make it relevant to your work in schools, as working in schools has been formative in my journey.

Before I begin, I'll define what I mean when I talk about food security. Although there are longer, more inclusive definitions, food security basically refers to *all people having access to healthy food*. This breaks down into the two components of *access* and *healthy food*. They are not mutually exclusive, and many argue in fact are linked to each other, however for clarity, I will define them separately. *Access* relates to the hunger aspect of food security; most of my talk will focus on this facet. *Healthy food* relates to the assurance of a healthy food supply, and includes issues such as agricultural sustainability, local and organic foods and genetic engineering. Healthy food also refers to an aspect of food security which is at the core of what you do in home economics - the utilization of food, or more simply, choosing, storing and preparing food. So, in fact, home economics has always focused on food security. Whereas many refer to a general "de-skilling" related to food in our society, students who take Food Studies are doing the exact opposite - gaining food skills.

So while there are some who may have viewed Home Economics as a dinosaur (*I think I can safely say that, being a Home Ec grad*), Home Economics is now poised for leadership at the forefront of a new movement. We foodies have always known that food has opened doors to us because it's a safe vehicle that cuts across cultural and personal barriers; we can now take it a step further. Perhaps food is now no longer 'safe' (we can pick up any food and talk about a political issue related to it), but we now recognize that food is an agent for social change. Of course, this is where all of the trouble starts, and your food security work starts to take over your life. Depending on who you are, different aspects of food security are more important than others. People living in low income struggle with hunger - adequate quality and quantity of food. However, now that the safety of our food supply is threatened (through microbial contamination, agricultural technologies, species extinction, bioterrorism - there are many of reasons), food security has become an issue for anyone who eats - and we all do.

So back to my journey into food security. My involvement with Agriculture in the Classroom almost a decade ago enlightened me about the movement toward connecting children to the land, and to food. This was not a stretch for me, as I had witnessed the importance of the connection to the land while leading canoe trips for youth. But in addition, connecting children to their food source can give them a whole new respect for food, where food becomes something more than a box they take out of the freezer and put into the microwave. And respecting food as an intimate commodity that they put into their mouths also nurtures their awareness for their own bodies, and for the land the food is grown on.

This connection wasn't hard to make for the young high school women I met with who were concerned with the high rate of eating disorders in their school. After spending considerable time talking about how they would like to address the problem, they decided the *one* thing they would like to do to tackle eating disorders was to incorporate good, healthy food into the cafeteria menu. I was quite astonished that they had identified this as their approach. They had clearly made the connection between their bodies and the food they ate. And they were trying to take control over their food security, by confronting a chef and a situation where they felt they had no power.

I also had the privilege of being involved in DASH (the Directorate of Agencies for School Health), and attending two DASH conferences. Through this association, I learned the importance of youth involvement in programs designed for them, and about the value of voice. I learned here that if we don't respect our youth, we haven't a chance in earning their respect. These lessons on voice and respect became invaluable in my later work with people living in low income.

DASH also introduced me to the comprehensive school health model. This model poignantly illustrates that a single approach to a complex issue is not adequate. If we want children to eat nutritiously, we need to provide nutrition education in the classroom, have healthy foods available for children in schools, model healthy eating, involve parents and the community, and in some cases, provide school meal programs. Turning this model around, we can also be assured that while essential for the short term, school meal programs are not in themselves an answer to the issue of hungry children.

I've no doubt that many of you have provided food for the increasing number of youth who arrive at school hungry. Given the scarcity of school meal programs, and the fact that they aren't in themselves adequate in addressing the situation, people began to ask me what I was doing about the issue. In response, I brought a number of people together in the community who decided to hold a forum to raise awareness and discuss approaches to the issue of hungry children. Subsequently, we formed a coalition called "Food for Kidz", with the purposes of increasing the awareness of and educating people about child hunger, supporting programs to feed hungry children, and promoting local food systems.

A strength of the coalition membership is the inclusion of people from diverse sectors – including those living in low income. In working with, as opposed to designing programs for them, I have learned a great deal about the perspective of people in low income. I spoke earlier of the "de-skilling" of the population as it relates to food. Our society accuses the poor of not buying and preparing healthy foods, when in fact this "de-skilling" cuts across all classes, but those in poverty don't have the financial means to overcome it. Through the research and publication of the "Cost of Eating in BC" report, we know that people on social assistance, disability, and sometimes the working poor cannot afford to eat a healthy diet, after their fixed costs are accounted for. Food is one of the only costs that is not fixed.

In an effort to understand and articulate the problem more clearly, Food for Kidz initiated a community child hunger assessment. This was a unique approach, as we used participatory action research. Participatory research involves those affected by the issue in the research to the extent that they are involved in the planning, implementation and use of the research. In our study, people living in low income devised questions and interviewed others in low income. Nineteen people interviewed 220 community members.

Many themes emerged from this research. As has been reported in the literature, we confirmed that many parents forgo meals so their children can eat. They cut corners in areas that you and I take for granted. People spoke of walking one hour to the hospital, when they couldn't afford the price of a bus ticket, or the frustration with the inability to buy cough syrup for a sick child. We heard that parent "hot lunch" fundraisers at schools are yet one more way for children in low income to feel ashamed when they cannot participate.

We witnessed the importance of dignity to people who feel they have been stripped of it and how difficult it is to take your children to the soup kitchen, or to the food bank. And how they feel further shamed if there are bugs in their rice, if their fruit is rotting, or if they are treated in a disrespectful way when obtaining food. If your students have an opportunity to experience the food bank as a customer (for those of them that haven't), it would be something they would never forget.

Surveyors and respondents reminded us of the difference that a small amount of added financial support can make. One participant reported that she now ate fruit as a result of the honorarium paid to her during the project. We clearly recognized the difference that bus fare, or funding for childcare made in enabling people to participate. We saw the result in meetings if we neglected to bring food. I will never forget the eyes of a woman who was clearly struggling and came to our press release for some hope, and we had no food to offer her.

In working with the interviewees, I was truly humbled by the passion and commitment by those wanting to help others in their own situation – whether it involved someone putting on a birthday party for a little girl who had never had one, or another holding a weekly pancake breakfast at her church (in addition to

working a low wage job and caring for her children). This group also planned and held two press releases with a small budget for childcare and transportation. I was in awe.

I consider it a privilege to have worked with people in this intimate way. It has been powerful to be in partnership with them, to watch people grow in their skills and become more confident. And they may feel the same way about my growth in awareness and skills. Experiencing people who are finding their voice isn't always comfortable when you are used to running the show, as you may have experienced in working with teens. I found that acting with integrity wasn't always easy, and you can bet I was called on my actions if I wasn't "walking my talk".

Sharing and giving over power is easy to agree with theoretically, but much more difficult in practice. I found it extremely challenging to try to balance the needs of the people I had to be accountable to (the funders, my employer, and our coalition members), while responding to the needs of the group. It called on me to practice deep breathing, let go of my ego, and prompted me to sign up for some exceptional courses in conflict resolution through the BC Justice Institute, which by the way, I think should be mandatory high school education for students. As many since September 11th have similarly remarked, "If we can't practice tolerance and democracy at personal and local levels, how can we expect it to happen at global levels"?

Our diversity of opinions is a microcosm of what is happening in the world. It has taken me some time for me to figure out that while we may not always hold the same point of view, we can still agree to work together. This is the road our group has chosen – albeit perhaps not overtly. We have varying ideas of the causes of hunger – some see it as a social equity issue, some see it as a problem with our food systems, while others view it as an individual problem. This leads to a range of ideas of how to address the issue of hunger. Some seek a solution by looking for the root causes, some use community food action projects to generate social change, and others use a charity model. While we need to provide emergency feeding, we know that in the long term the charity model will not solve the problem. This approach needs to be used within a broader context of solutions. Furthermore, while charity quick fix may make the "givers" feel like they are being helpful, people in poverty tell us it doesn't feel good from the receiving end.

This charity approach was highlighted during the press release for our hunger assessment. During the question period, a woman in the back of the room raised her hand and made an announcement. She said that no one had to go hungry, because she had a van full of bread outside available for people. Later, I saw the array of Danishes, cakes and pastries offered, and although I didn't express it to this woman, I was angry. Angry at the societal view that people experiencing hunger just need calories, that we are training people to eat this stuff we refer to as food (and then wonder why they are becoming obese), and angry at the societal value that this is what they deserve. This experience surely opened my eyes to the quality of food available for people in low income, and subsequently peaked my interest in a program called the Harvest Box.

A nurse in my office approached me and told me that her low income clients were desperate to access healthy food for their families. There had always been a lot of community interest in White Rock in the issue of hunger, so I brought together a few partners, and we quickly established a Harvest Box co-op program. This is a volunteer run, "bulk buying" program, where participants pay five dollars once a month for a box of locally sourced fruits and vegetables. Agency people who are involved with charity programs insist that we do not give boxes away for free. People pay \$5.00, and keep their dignity. There have been projects I have been involved with where I feel like I am banging my head against the wall. This is not one of them. I was astonished at how easily this project came together. Within a couple of months, and with very little promotion, we had 72 participants.

Initially, I had an idea of how the program could work, but it evolved in a much more profound way. What astounded me was the volunteer commitment to the project from organizations such as churches and service clubs, but also from participants in the program. On the first day, the participant/volunteer who greeted the clients found that she knew many of the people who were coming to pick up boxes; her presence and attitude in welcoming customers set the tone. People were thrilled with the quality and quantity of the food. I experienced how good it felt to be there. If I ever thought this program was only about getting more fruits and vegetables to people, I have quickly recognized our Harvest Box far surpasses this. Again, as I had during the hunger assessment, I felt the power of food as an agent of social change in building community

capacity. Undoubtedly, the possibilities for your students to experience food as an agent of social change are numerous.

I began my profession like many of us who are a bit older, with the idea that I was the "expert". My training had given me an idea of how things should work, and what people needed to know from me. I am realizing that societal change comes from profound involvement from a diversity of voices – and that people affected by issues must be involved in addressing them. And being able to hear the diversity of voices often means letting go of our own egos, putting our own agendas aside and letting others set the course.

Questioning My Truths: My First Six Years as an Educator

Denise Nembhard, R.P.H.Ed., Coquitlam School District

I have had a very straightforward path towards teaching: I have always wanted to be a teacher. When I was quite young, I used to play "school". I would have my class roster made up and would deliver lessons. My imaginary class would go through their daily lessons, be graded, and occasionally serve detentions. I loved being the teacher; it was better than any other game or toy. As I continued through my schooling, I knew that teaching was going to be my career path.

Unfortunately, because teaching has been the only profession that I have ever considered and pursued, I have taken little time to examine my career decision. Why was I drawn to education, even before I had really begun my formal schooling? What qualities do I possess which would make me an effective teacher? Am I a suitable person to educate students? While I cannot articulate why I decided to become a teacher, I can pinpoint when I decided that home economics would be the subject that I would teach. I had the opportunity to be a student helper for my Junior High School home economics teacher. I thoroughly enjoyed it. I was able to plan and prepare recipes, shop for food, and set up classes. As my home economics classes were my favourite classes, I knew then that home economics was what I wanted to teach: it was my calling. I spent the rest of secondary school and university with one goal in mind—to become a home economics teacher.

My first few years of teaching were spent dealing with the practical and minutiae of the job. What am I going to teach tomorrow? Will the lesson be long enough? How am I going to assess this class? Did I buy the correct supplies for the lab? It is only recently, as I have become more experienced and comfortable with my day-to-day pedagogical and curricular decisions, that I have begun to question my ideas and beliefs about education and teaching. Interactions with my students, as well as conversations with colleagues and the general public have shaken what I thought were deep-rooted beliefs, and what I knew as my truths. These "nodal moments" (Graham 1989) have created conflict between what I now knew and what I was currently practicing. The resulting conflict has allowed me to look more deeply at my practice and encourage me to change those practices that do not correspond with my new way of understanding. Most important to me is to answer what Bullough & Pinnegar (2001) call the "so what" question". This new knowledge has caused me to question my beliefs, but until I utilize it to alter my practice, the knowledge is of little value to me.

Reaching All Students

In my spare time, I take dance classes. I love dancing as it allows me to express myself in different ways. I am able to share my love of dancing with my students through school productions, and as a consequence, see a different side of my students than what I see in the classroom. Dance, like school, has come fairly easy to me. While I never had the talent, drive, or body type to have been a professional dancer, choreography came easily to me and I could dance well. I would get bored in dance class if I had to wait for others to catch up. My own schooling was similar: I grasped concepts quickly, and had a good memory, so I rarely had to study.

One year I had the opportunity to teach dance as a subject. In preparation, I took a dance pedagogy course offered by my studio owner, and also enrolled in an urban (hip hop) dance class. I assumed that the dance class would be easy for me; I was wrong. I constantly struggled through the dance class. As a person who never struggled in dance class, or in school, I suddenly came to the realisation that I had found an area where I would not excel. It seemed that no matter what I did, I would not improve. In frustration, I contemplated quitting. Then I recognised that this was how my students must feel when they were having trouble in class. They would work very hard, but still had trouble with concepts. As I had been successful in school without having to do much studying, I had trouble understanding how my students could struggle in my class. I could understand the concept, so why couldn't they? I stayed in that class for two years, each year trying to improve, and each year, reminding myself of how my students must be feeling. In the end, I never did progress much with the dancing, but learned a lot about my students.

While I was struggling through my dance class, I was also enrolled in a dance pedagogy class. Part of the class discussion involved identifying ways to help students. I immediately referred to my own dance class. What could my teacher have said differently or done differently to help me understand? I then thought of my own classes. What could I say to my students to help them grasp concepts, to reach a deeper understanding? What words, phrases, emotions, would be beneficial? I now am beginning to phrase my words differently, often trying to use examples from the students' own lives. For example, I am finding that using feelings, such as "it should like/feel like", helps even more of my students to learn a concept. Not only does it allow my students a greater opportunity to succeed, it also forces me to constantly remember what it felt like not to accomplish something. Continuously trying to rephrase my words has also allowed me to look at a subject or concept in different, and often deeper, ways.

Teacher as Expert

Another one of my "nodal moments" occurred this summer. I was enrolled in a course examining the history of school and family. During our discussion, we examined the history of home economics and public schools. Home economics was seen as a way to "Canadianise" the large number of immigrant children who arrived in North America at the beginning of the twentieth century, and through them, their parents (Berrol 1992). Home economics was also important as parenthood (motherhood) was increasingly seen as a topic left to experts, and not to the parents themselves. Arnup (1993) states that "...motherhood [became] a task for which women required education. Maternal instincts alone would no longer be sufficient to raise the imperial race" (p. 36). Home economics courses were seen as one of the ways to educate future mothers.

I was stunned. I had always believed that the role of home economics was to help families to become stronger and to improve their lives. I believed that students, for a variety of reasons, did not know about proper nutrition, food preparation, clothing care, and sexuality. It was my role as the home economics teacher to impart this information to students so that they would then bring home to their family. When students would offer alternate methods that their families used to create a product, I would offer a polite, cursory reply. That method may work in their family, but it was not as good as mine. After all, I was the expert, I had gone to university to learn this information, I had learned from other experts. Their way might be good, but mine was better.

I realised that that I still followed the tenet of the early home economics classes: I was the expert and the students (and their families) needed to learn from me. While I did not try to assimilate my students to the Canadian culture, did I do enough to honour and include their backgrounds? I did make a concerted effort to include various cultures in my curriculum, but did I include the cultures of my students rather than the cultures that I felt were important? As I teach in a middle school, where students have had no formal home economics courses before I teach them, have I recognised the learning that has occurred in their families? I have always appreciated the thanks that I have received from parents for teaching their children how to cook, or have an interest in clothing and its care. Have I ever thanked parents for what they have taught their children? Without their prior knowledge that the students have, I could not effectively teach my students.

This year, I have begun to question and to listen to my students. For example, when cooking, I will ask if students make a similar product in their homes. Who makes the recipe? Does it have a family history? How is it made and how does that method differ from the recipe that the class is using? How can these different methods still result in a similar product? These questions are important for two reasons. First, they acknowledge and honour the students' own lives and encourage me to acquire a deeper relationship with my students. My way of knowing is not the only way: families have a history and depth of knowledge that is just as valid as mine. Second, these questions serve to deepen my students' understanding of the curriculum. By examining alternate theories, students can acquire a more complete knowledge of the course.

The Meaning of Traditional

Being a member of a visible minority group, I had always assumed that I was sensitive to other cultures. When creating assignments, I tried to ensure that members of various racial and ethnic groups were

included (for example, when creating case studies, I would try to include names which indicated that the people were members of different racial and ethnic groups). I had always strived to ensure that students would consider themselves comfortable and included in my class, no matter their background. The first year that I moved to a new school district, I taught Family Studies 12. When we discussed various family forms around the world, I made sure that I was objective, and that I did not include any cultural or personal stereotypes.

When I taught a unit on weddings, I had the students critique wedding magazines. They were to look through the magazines, examining the content, and the messages that were implied about weddings and marriages. Throughout the assignment, I referred to traditional weddings, meaning a Canadian, Western wedding. One student, who was Indo-Canadian, responded used Hindu weddings as her notion of traditional weddings. As I read her work, I kept marking her answers as incorrect, as she did not answer in the way that I had intended. It was only as I reached the end of her assignment that I recognized that her definition of the word "traditional" was different from mine.

Even though I prided myself on my apparent multicultural sensitivities, I overlooked my personal biases. I began to realise that no matter how much I believed that I tried to be racially and culturally neutral, my own preconceptions, based on my history, would always present themselves in my teaching. It was no longer enough for me to ensure that I included multicultural examples; I needed to include the views of various cultures. I could not assume that the views of one culture would represent those of another, nor would they fully represent the views of those within that culture. I will get the opportunity to teach Family Studies again this school year, and while excited, I still question how I will be able to ensure that I am including the heritage all of my students in my courses.

Assessment – How Do I Evaluate?

For two years, I taught Middle School Home Economics. Middle school and its teachers have a completely different philosophy from secondary, and I found myself re-evaluating my pedagogical philosophy. While I knew that my assignments and other work were good, I always questioned if they were as good as they could be and should be. I had always worried that I was not assigning effective coursework, if they allowed all students to demonstrate what they knew. Bowers (1992) argues that some aspects of education exclude those cultures that are orally based. I have always questioned whether the work that I used for assessment was exclusionary and if all students could ably communicate what they knew through the work. Was I making my assignments accommodating enough so that students could demonstrate what they knew in the best way that they were able?

In secondary school, students' marks were based on percentages—so too was my assessment. In middle school, evaluation is not based on academic accomplishments, but rather is performance-based. Students are evaluated as to how well they meet or exceed predetermined criteria and expectations. While I could easily distinguish between work that was excellent and that which was poor, I had trouble evaluating that which was in the middle. I felt that my students were never able to identify why they received the marks that they did. I realised that I would have to change how I evaluated my students, but had no idea how to start. Working with middle school teachers allowed me to begin changing my assessment procedures. I am finding ways to evaluate students that are fair and honest. As I teach every student in the school, I have multiple opportunities to revise my assessment and evaluation so that students are able to be successful.

I am still struggling with my assessment and evaluation. At the time I had only 22 classes to cover the curriculum, so I did not have a large number, or a wide variety of work to assess. I am still searching for ways to make sure that the assignments that I give allow students to succeed to the best of their ability. I still, too often, create assignments without thinking of how I can best assess them or if all students can demonstrate their knowledge through this work. I am still looking for ways to include all of my students, no matter what their level. Through teachers, and my 600 students, work was sometimes radically altered, but always to the betterment of my students.

Summary

The move to middle school has been a positive change for me, as it has forced me to reconceptualize my philosophy towards education and pedagogy. I am at a stage in my teaching career when I am evaluating my choices in curriculum and in instruction. A school with a markedly different pedagogy has served to heighten this re-evaluation. It has put me in contact with educators with vastly different views of education; some views that echo mine, and some that are markedly different. These views cause me to continually question myself as an educator, and as an effective educator.

While I worry that my continuing struggle with my efficacy as a teacher allows me to look at my teaching without delving into a deeper understanding of myself as a person and as an educator, I would prefer to believe that my questioning helps to guide both. While I still cannot describe why I became a teacher, I know now that I was meant to have become one. As I continually rethink and reshape my ideal of the effective teacher, and then investigate how my practices fit that ideal, I know that I will become a better teacher.

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Education truly is about learning: we learn about ourselves, our world, and the process of learning itself. I think that is the strength of "Reflective Practice" (yes, I will risk using the *R* word once again) and a strength of the Education program here at UBC. In doing a unit plan assignment for my methods course, **I have experienced yet another epiphany.** I think back and realize how radically the trajectory of my life has changed over this past year. I have left a career in the business world and chosen to become a Home Economics teacher because I want to wake up in the morning and go to a job that I enjoy. Personally, I enjoy baking very much. It has been a source of stress relief, comfort, as well as a creative outlet. The bonus is that I can eat the concoctions, warm and fresh out of the oven. Van Gogh never got to eat his paintings! I have been baking since my grade 8 Home Economics teacher, Mrs. Lennox, introduced me to the infamous chocolate chip cookie. This week, I discovered how the course of my life has been directed by an innocent kernel of wheat.

For the unit planning assignment, I collaborated with a classmate, and we decided that our unit would be on grains, for grade 9 students. Since my partner was doing the introduction and cereals, I took the next logical topic: rice. I started by looking at the appropriate chapters in the secondary textbook; *Food for Today*. I realized that there is very little written on rice; about one page in total, pages 441-442 in the textbook. However, an entire chapter is devoted to flour mixtures, and baking (page 558-589). How could this be since rice is such a huge staple food globally? I then decided to go to the Internet for more information, and for the last 3 days, have been consumed with rice.

But first, we need to acknowledge the important agricultural, cultural, and economic roots of wheat in Canada. Wheat is the foremost agricultural commodity grown in Canada. Wheat is historically significant for Canadians and also important in our diets today. Canada was settled by English and French colonists; therefore, it is understandable that there is a strong Western influence in Home Economics curriculum. It reflects the racial majority: Caucasian. It is no surprise that there is a disproportionate emphasis on wheat flour products and baked goods as a result. However, I believe it is important to challenge students to see beyond a Euro-centric worldview. Curriculum can play a role in this.

Hidden Curriculum teaches values, morals, and knowledge unintentionally. Using the example of English literature, Atwood, Browning, and Bronte, are exceptions, and not the rule- female voices are often excluded from the "canon of great literature" such as Shakespeare, Byron, and Hemingway. Women's voices are silenced because they do not receive an audience in classrooms. The accepted authors have become required reading dictated by the school curriculum. And school curriculum is determined by administrators and teachers. Students do not have a choice. They are required to read works from these authors in order to pass or achieve "standards". In the same way, we may be unintentionally devaluing other cultures, simply by omission of their customs and food consumption patterns.

As teachers, it is imperative that we are aware of hidden curriculum in our classrooms. Why is rice underrepresented in classrooms? Because it is not a Canadian crop? It is not grown in Europe? It is the main staple food for countries in Asia, and Africa. These are also some of the poor countries whose voices are more often than not, effectively silenced. Perhaps it is my Chinese heritage that heightens my sensitivity to the issue. I have always been a "foodie" because "have another piece of fish/pork/vegetable" has been synonymous with the unspeakable "I love you" in my family. Due mainly to their cultural upbringing, my parents have not been comfortable with explicit verbal expressions of love and affection. Hence piling food in my rice bowl was their way of showing that actions speak louder than words. Also, Home Economics was an area where I experienced success as a student. One of the reasons I want to teach, is so that my students will discover for themselves the satisfaction of biting into a slice of fresh bread they had formed and baked with their own hands. This has led me to question; *what is my own hidden curriculum?*

My travel experiences have coloured the way I see the world. It is fascinating how one culture uses food ingredients I am familiar with to create something different and new. There are so many exciting

flavours, aromas, textures, and sights to experience when we venture beyond our backyard fences. I like to observe and celebrate the ordinariness of life with people: How they live, their customs, their daily lives, the foods they eat, their cooking techniques, their valued relationships, things that cause laughter, joy, and sorrow.... Often we discover that there are more commonalities than differences between us.

In addition, when I was researching the topic of rice, I came across pictures of people working in rice fields of developing countries. I was struck by the low standard of living depicted in Bangladesh, Philippines, and Thailand. Poverty is alive and well in our world. Technology, food security, ecological stewardship, and wealth distribution are certainly issues we should address with our students. In Home Economics, we have such an opportunity to help students gain social understanding and a global perspective through the world of food. Let us not miss the opportunity.

I cannot help but wonder where I would be today, if I had not been introduced to the little wheat kernel and the vast array of wheat products to explore in my youth. Would I be here, in the UBC education program, studying to be a Home Economics teacher, so that I can pass on my two grains worth?

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Towards A Critical Nutrition Pedagogy in Undergraduate Dietetic Education

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Persons without a basic confidence in the unity of the world and without the predisposition to deal with ambiguity are ill advised into this form of (education).

- Florence Krall, "From the Inside Out – Personal History as Educational Research" (p. 469)

Noble Intentions

In 1997, I wrote an article for the *Journal of Home Economics Education* encouraging readers to consider an emerging approach to nutrition counselling – size acceptance (Gingras, 1997). At that point in my career, I had just completed my dietetic internship and was beginning my Master's degree in nutrition at the University of Alberta in Edmonton. I had not yet started "practicing" as a dietitian, so my knowledge claims were mostly grounded in theory; positivistic theory of nutritional science in which dominant paradigms are legitimized by an objective, value-neutral, and universal truth. Writing the article enabled me to articulate my beliefs and philosophy regarding how nutrition professionals could ethically approach the issue of weight disturbance and ended with an appeal for our profession to enthusiastically embrace the new weight paradigm. My intention in writing that article was to inspire a shift in attitudes and beliefs regarding weight and health. I made what I thought at the time was a rational, yet compelling argument for size acceptance as an ethical and moral alternative to weight loss towards a goal of enhanced well-being. My intentions were noble, but my process and critique were insufficient and perhaps idealistic. One cannot dismantle the master's house using only the master's tools (Lorde, 1984). I had endorsed an alternative weight paradigm in an article written in the *Journal of Home Economics Education*, but I had not indicated the role of critical education, specifically nutrition curriculum, in supporting these claims. Now, as I consider my current philosophical beliefs, I have another opportunity to extend and hopefully strengthen those earlier assertions into what I am articulating now as a critical nutrition pedagogy.

Drifting Paradigms

... the pervasiveness of individualistic ideology in professional discourse throughout history and re-emerging in the present day draws to light the power of discourse in diverting attention away from underlying structural causes of inequities. Such a perspective justifies a practice that decontextualizes individual behaviours and accepts the social conditions that give rise to these behaviours as given.

- Kim Travers, "Do You Teach Them How to Budget?" (p. 236-237)

At this point in history, there is still a significant value attached to scientific, deterministic, individualistic ways of knowing and being in the world. I also understand this as a technical-rational standpoint, one that exudes dominance over nature, competition among people for resources, and a belief that technology can make up for our short-sighted mistakes and our insatiable consumptive desires. I carried these values with me as I entered the dietetics profession and to a significant degree, still held them when I graduated. I remember being asked to consider my moral position during this time and the conflict I experienced in response. In my heart, I realized that choosing "the world as my home" and reflective practice meant choosing to live as a socially responsible member of society, offering respect for all living systems. It seemed the 'right' thing to do. Yet, in my mind I was caught up in the all-encompassing swirl of competition, domination, and individualism – common values within our society and certainly within the upper levels of my dietetics undergraduate education. It would take time for me to fully understand the political, ethical, and moral consequences of my choosing a technical rational mode of practice and the effect that holding these values had on my practice and society's health and well being.

Entering Dialogues

As a dietetic intern, I continued to struggle with the incongruence of my moral position. I experienced several critical incidents that moved me towards reflective inner dialogues. Once an elderly gentleman demanded to know what gave me the right to tell him what to eat. Another time, an elderly female

patient told me she had been trying to lose weight all her life and would like to hear from a professional dietitian what she should do. I wondered how much of her time, energy, and creative resources had been dedicated towards the elusive goal of weight loss. These incidents prompted me to critically reflect on my contributions as a dietitian. I started asking myself serious questions about how I was complicit in using a language about food that was not emancipatory, but oppressive and sometimes shaming. I recognized that advice given to people about eating 'good' foods and avoiding 'bad' foods was problematic and dichotomous. What's more, this language aligned with behaviours of reward and punishment through the (mis)use of food. Among women, where body weight is intimately connected to feelings of self and social esteem, eating 'junk food' may be paradoxically considered a reward for getting through an emotionally draining week, yet may also be a source of guilt and self-loathing when the food is categorized as 'bad' or 'unhealthy' according to dominant health discourse. The language itself seemed to move us out of connection with food. I invited my peers and supervisors to discuss with me our collective beliefs about food and its connection to body weight. This invitation was met with a variety of responses. Some colleagues indicated that these themes and topics were inappropriate and that we should be focusing on more relevant clinical questions. Others were open and curious, encouraging and supporting me to continue my exploration. I was motivated by the half-formed idea that our personal beliefs about food and eating were being communicated, projected, and imposed (both subconsciously and unintentionally) on the people we were working with. I wondered how our work and language might take on more meaning and congruence if we could express, examine, clarify, and potentially revise our beliefs as dietitians.

These themes and practices are similar to the process of personal history work that Krall (1988) advocates in which she shares that "self-understanding, when pursued reflectively, rather than leading to a constricted and egocentric view, is the primary link with the world" (p. 468). In brief, Krall suggests venturing, comprehending, embodying, restoring, and remembering as a hermeneutic circle of critical self-awareness. I continue to believe in the importance and value of self-study for enhancing our interactions with others. It is this process of understanding who we are, namely in a therapeutic context, that led me to create the "From Self-Awareness to Size Acceptance" workbook (2001) and workshop series for professional audiences. Along with an engagement in self-study, emancipatory reflection, I have considered how my identity is shaped dialogically with others, which leads me to describe a theory illuminating how personal growth and development occurs within relationships.

A Theory of Relationships

At this point in my life I believe that my most meaningful, responsible actions occur in growth-fostering relationships. An ongoing process of inner questioning and critical reframing has occurred for me to gradually shift my moral philosophy to one I feel satisfied and comfortable naming reflective practice. My reflective practice has been stimulated and strengthened with my introduction to and continued exploration of the Relational-Cultural Theory from the Stone Centre at Wellesley College in Boston. The Relational-Cultural theorists state, "an inner sense of connection to others is *the* central organizing feature of women's development" (Miller and Stiver, 1997; 16). Learning about this theory through readings, institutes, and group discussion was an experience I can only describe as deeply reassuring and emancipatory. The Relational-Cultural Theory is underpinned with a sense of familiarity, which I attribute to its lucid interpretation and reiterations of experiences that I have seen, heard, and felt as a woman in this society. In "The Healing Connection," Jean Baker Miller and Irene Pierce Stiver (1997) offer relational alternatives to ways of being in the world in comparison to typical cultural values of domination and power-over. Values such as self-sufficiency and autonomy formed our understanding of the theoretical basis for psychological development. These values became the norm for all people in our society, yet these theories are misrepresentative of many individuals, especially women. What Miller and Stiver along with others are responding to is "that cultures built on dominant-subordinate relationships based on gender as well as class, race, and other characteristics have created a nonmutual model that permeates all relationships" (1997; 50). How has a nonmutual model influenced our understandings of food and nutrition counselling? What are the implications for nutrition counselling that is grounded in mutuality, reciprocity, and growth-fostering relationships?

Discursive Paradoxes

Scientific knowledge of food and nutrition is organized around a paradox – or at least the appearance of a paradox. Science, in its traditional construction, claims to produce knowledge that is abstract, timeless, replicable, and universal. The social activities of producing, distributing, and using food, on the other hand, are more obviously relational, contextualized, politicized, and embodied activities.

- Marjorie DeVault, "Whose Food and Health? Narratives of Profession and Activism from Public Health Nutrition" (p. 166)

What is revealed to me through the lens of the Relational-Cultural model is that as we move into authentic connections with the people in our lives, we have the potential to find more common ground with them, leading us toward an enlarged sense of community and possibilities for social change. I believe that we can also envision ourselves in relationship with food in much the same way that we are already in relationship with our families, our communities, and our politics. This way of being in the world is built on a belief that we already possess much of the inner knowledge needed to make life-affirming food choices and barriers to making those choices exist in a marginalizing, often oppressive socio-political-cultural context. This belief statement stands in radical contrast to our current health promotion approach that suggests people do not have enough nutrition information and if we, as nutrition professionals, simply provide it for them in the form of recipes, meal plans, or food budgets, people will be enabled to make different (assumably) healthier choices regarding food. This assistentialistic 'nutrition-fact-banking'¹ approach negates the myriad of social determinants to health and assumes that knowledge guarantees behaviour change. Researchers of social determinants of health and social inequities have called into question whether nutrition-fact-banking has been a worthy population health 'investment strategy' as incidences of nutrition and marketing-related diseases (diabetes and heart disease) continue to increase (Travers, 1995). Still, we see a 100-year old history of dominant nutrition ideologies and their discourses imported, accredited, entrenched, and banked into students enrolled in post-baccalaureate dietetics degree programs (Liquori, 2001). A critical nutrition pedagogy is available for university-level educators to expose the hidden curriculum and raise the consciousness of future dietitians into an awareness of the historical, socio-political, economic, cultural, and subjective reality that shapes our lives, our profession, and our ability to transform that reality if need be. A personal and collective awakening from our historical amnesia² may illuminate and clarify the (dis)connections and relational images we find ourselves experiencing. A language and praxis of authenticity awaits.

An Ideal of Authenticity

Charles Taylor, a prominent Canadian moral philosopher, also writes about the value of relationships in claiming that "on (an) intimate level, we can see how much an original identity needs and is vulnerable to the recognition given or withheld by significant others. It is not surprising that in the culture of authenticity, relationships are seen as the key loci of self-discovery and self-confirmation. Love relationships are not important just because of the general emphasis in modern culture on the fulfillments of ordinary life. They are also crucial because they are the crucibles of inwardly generated identity" (1991: 49). Both Charles Taylor and the Relational-Cultural theorists speak passionately about the value of authenticity, dialogue, and

¹ Paulo Freire (Politics of Education, 1985) coined the 'banking' notion of education as that which occurs when teachers perceive students as empty containers needing to be filled with pre-established, essentialized bodies of knowledge. Often value-neutral, scientifically proven facts are transmitted in a manner that disconnects teachers and students from their social realities. In this context, students are treated as objects that are acted upon, rather than knowledge participants in the construction of deep and meaningful learning relationships.

² Historical amnesia is used to explain how negative and/or dangerous memories that threaten or question the status quo are excluded from public consciousness and inquiry. See Taubes "The Soft Science of Dietary Fat" for a nutrition-related example. Critical pedagogy calls for the resurrection of such narratives and buried knowledges for the purpose of creating more critically democratic societies.

relationships. Taylor encourages us to consider a powerful moral ideal in that there are certain ways of being human and that we need to recognize the importance of being true to ourselves, for if we are not, we miss the point of our lives. He explains the danger inherent in choosing a technical rational, or what he would call, an instrumental stance as losing the capacity to listen to our inner voice. The question that often remains unasked among dietitians is, "What is the point of our lives and of our work?" Have our lives been imbued with a reductionistic flavour where we strive diligently to simplify the complex (nutrition) questions, avoid awkward moral dilemmas, and frustrate the multiple interconnecting relationships of human experience (such as race, gender, and sexual orientation) and their effects on our perceptions and struggle? Of course, as Taylor (1991) points out, the malaises of modernity (individualism, instrumentality, and soft despotism³) encourage many of us to simplify, avoid, and frustrate. What are the means for us to once again, "vision things big" and engage authentically in the full complexity of our lived experience?

Art for Social Change

Education is the last possible relationship with the mystery that has always expanded the boundaries of humanity through the pathways of the uncommon, the imaginary, and desire.

- Moema Viezzer, "A Feminist Approach To Environmental Education" (p. 4)

Taylor's philosophy supports an aesthetic education through the pathways of the uncommon, the imaginary, and desire. Taylor suggests that "authenticity involves creation and construction as well as discovery, originality, and frequently opposition to the rules of society and even potentially to what we recognize as morality. But it is true that it requires openness to horizons of significance and a self-definition in dialogue" (1991; 66). There is a greater purpose underlying Taylor's ideal of authenticity, which is our unique capacity, and our moral imperative, to decide for ourselves **what really matters** and if need be, revolt against convention. In deciding what really matters, we may be able to reconcile some complex nutrition and public health dilemmas i.e. food insecurity and nutrition- and marketing related diseases. Maxine Greene is an esteemed educational philosopher and a strong supporter of the arts, especially as a means for awakening the unconscious and releasing the imagination. Her belief is that "by such experiences we are not only lured out of the familiar and the taken-for-granted, but we may also discover new avenues for action. We may experience a sudden sense of new possibilities and thus new beginnings" (1995; para 5). This expression of newness and vigour is similar to that shared by the Relational-Cultural theorists who claim that being in connection inspires five good things: (1) increased energy and zest, (2) heightened clarity about self and others, (3) increased ability to act, (4) enhanced sense of worth, and (5) increased desire for continued connection. My philosophy is that the arts and an active engagement with the arts can disrupt the technical-rational, positivistic impulses that are hallmarks of what Taylor calls social atomism; a state where relationships are considered purely instrumental, for self-fulfillment, not mutuality. My experience with creativity and active engagement with the arts, afforded me an intellectual and emotional space through which I began to conceptualize innovative ways to educate others about food, one that is relationally, socially, culturally, critically, and aesthetically inspired. An active engagement with these aspects of food and nutrition are not yet part of the current dietetics curriculum in any significant way. The current food and nutrition crisis that we are all working to undo, call for systemic and political reform. In our efforts to understand the complex sociopolitical, economic, and historical realities that shape our lives, we struggle to make new meaning and develop cultural practices that are critical, transformative, and liberatory. It is my claim that through considering a critical nutrition pedagogy, we give dietitians the tools and awareness to democratize public health by diminishing health inequities.

³ Individualism (a belief in the sovereignty and priority of the individual in society) as the loss of meaning and the fading of moral horizons, Instrumental Reason (the notion of rationality that values efficiency above all other goods) as the eclipse of ends, and Soft Despotism (society in which most of its members have given up an active role in the ordering of that society only to discover that government has immense power and political engagement by members of the society is minimal) as a loss of freedom.

Towards a Critical Nutrition Pedagogy

The body, with all its organs, attributes, functions, states and senses is not so much a biological given as a social creation of immense complexity and almost limitless variability, richness, and power.

- Anthony Synnott, "The Body Social: Symbolism, Self, and Society" (pp. 3-4)

I believe that the way we teach people about nutrition in academic institutions is incomplete as demonstrated by our nation's collective, epidemic discontent with food (disordered eating, weight disturbance, nutrition- and marketing-related disease). This is mainly a contentious statement, but one that certainly requires close scrutiny. I endorse a nutrition curriculum bound together with Relational-Cultural theory, the aesthetic, and critical social theory, one that expands its gaze from the science of nutrition to include the social, cultural, emotional, and political aspects of food and eating. Critical theory shares educational aims of social change as expressed by Taylor and Greene. It is disruptive of dominant cultural values and "indeed, (education) that frames its purpose in the context of critical theoretical concerns still produces, in our view, undeniably dangerous knowledge, the kind of information and insight that upsets institutions and threatens to overturn sovereign regimes of truth" (Kincheloe & McLaren, 2000; 279). Critical pedagogy – that is, how, and in what context, we learn what we learn – challenges teachers and students "to recognize, engage, and critique (so as to transform) any existing undemocratic social practices and institutional structures that produce and sustain inequalities and oppressive social identities and relations" (Leistyna & Woodrum, 1996; 2). Critical pedagogy is concerned with the kinds of educational theories and practices that encourage us to develop an understanding of the interconnecting relationships between ideology, power, and culture and the conditions necessary for these relationships to exist. As people interact with institutions (including universities) and social practices in which the values, beliefs, bodies of knowledge, styles of communication, and biases of the dominant culture⁴ are imposed, they are often stripped of their power to articulate and realize their own goals. Examining dietetics undergraduate education as a site of dominant cultural politics, "critical pedagogy contests modernist traditions (which, for the most part, direct mainstream educational theories, policies, and practices) that are based on the notion that emancipation is only realizable through objective inquiry, universal reason, and absolute truth" (Leistyna & Woodrum, 1996; 3-4). In rejecting claims of one truth and one culture, critical pedagogy illuminates the understanding that all education and knowledge production occurs within and among specific social and historical conditions and gives us the courage to say what we see as reflected by our values of justice, equity, and morality. What must be understood, then, is our relation to these bodies of knowledge and, our own subjective perspectives as 'nutrition experts.' We need to re-evaluate the institutional approach to eating and nutrition that is currently our societal norm i.e. fast foods, medical models of treatment, and utter disconnection.

Community of Critical Pedagogues

In a critical nutrition pedagogy there is an earnest attempt by the teacher and the students to reflect on the preconditions of their own self-understanding, of their own moral stance. For this reflection to result in growth and social change it must be embedded in relationship and socio-politico-cultural awareness. If identity is shaped in dialogue, then an open community of inquiry, of conscientiousness, requires evoking along with its inherent tensions and potential conflict. Linda Farr Darling (2001) writes about communities of inquiry as they exist within the teacher education program at UBC, but the attributes she describes for this context hold for a critical nutrition pedagogy as well. Attributes or virtues such as respect, honesty, integrity, open-mindedness, and fairness are all necessary elements. What may be most crucial for cultivating such a community is a group of leaders with practical knowledge about relationships, food, and food politics. If eating is a social endeavour, which I believe it is, then learning about food must also be social, taking place in a variety of contexts and with an appreciation of a multiplicity of cultures and experiences. Understanding food and nutrition through a feminist lens of privilege and, more specifically race, class, gender, and sexual

⁴ Cultural capital refers to the behaviours, values, and practices that are valued by the dominant society. Cultural capital is a process of powerful practices: ways of behaving, talking, acting, thinking, and moving. These practices are determined subconsciously by the dominant culture and are used to promote success for specific groups in our society.

preference will ultimately encourage a full appreciation of the roles food plays in our lives. With this embodied, lived nutrition/food curriculum, social justice has immediate potential to arise because both students and teachers become aware of injustice through critical reflection in dialogue and they feel empowered to act in the moment of the immediate exchange. All who are in relationship are affected by an increased knowledge of themselves and their worlds (remember the five good things about connection in relationships) and all come away with a greater sense of self worth, greater sense of connection, and desire for more connection. Being in connection is a sustaining endeavour and sustainability is a cornerstone of a critical nutrition pedagogy. Learning about sustainability then occurs in the lived experience of sustaining connection in relationship; it is sensual, embodied, and generative.

The aesthetic element of this pedagogy resides in our active engagement with poetry, dance, theatre, art, song, and sculpture. This discussion of the aesthetic is we have the most dramatic possibilities for change from existing nutrition pedagogies. The specific details of the critical nutrition curriculum have yet to be imagined, but let us begin with what Maxine Greene suggests by her "vision for seeing things big:" appreciating a nutrition pedagogy in all its complexity and uncertainty and becoming conscious of the uneasy world we inhabit. The realm of the aesthetic is also the expression of what educators share in *Unfolding Bodymind* (2001). In an editorial conversation, the authors discuss means for supporting embodied awareness in the classroom through drama, mindfulness, and watchfulness as pedagogical orientations. June and Ted Aoki describe authentic teaching as watchfulness "a mindful watching flowing from the heeding of the call in the pedagogical situation that the good teacher hears. Indeed, teachers are more than they do; they belong to that which is beyond their doing; they are the teaching" (1990; 16). This statement gives me a deep sense of possibility and offers guidance for teachers of nutrition pedagogies to remain in connection with students, each other, and themselves. The spoken words of June and Ted awaken a stirring in me of remembrance, of what it means to remember the importance of embodied and aesthetic pedagogy, and what it could mean in our teachings about food.

This is an aesthetic space beyond dualisms and dichotomies, between black and white objectivities, and what Homi Bhabha (1994) names as a third space of depolarizing distinctions. I have noted my problematized experiences working within dualisms of 'good' and 'bad' food (healthy and unhealthy) and gratefully acknowledge Bhabha's description of third space as "the conditions of enunciation that ensure that the meaning and symbols of culture have no primordial unity or fixity; that even the same signs can be appropriated, translated, rehistoricised and read anew" (1994; 34). Although not completely without its critics, third space terminology deconstructs "dichotomizing and pervasive polarizing tendencies by positioning thinking in the borderland or on the fault line between" (Dunlop, 1999; 57). There exists a rapid displacement of meaning in the third space that aims to critically subjectify language while externalizing and undisciplining dominant values and behaviours. Third space is, of course, an ambiguous notion, one that critically provokes us to consider the limits of our language around nutrition, food, and eating.

A Cautionary Note

According to Elizabeth Ellsworth, critical pedagogy, not considered critically, can add to the repressive myths of dominant discourses and master narratives. It is here that I sound a cautionary note, so that I not get caught in a double bind of my own making by arguing for an essentialism of critical social theory in the reforming of dietetic educational practices. Hallmarks of critical pedagogy are concepts such as empowerment, student voice, and classroom dialogue. What Ellsworth discovered was that, "When participants in [her] class attempted to put into practice prescriptions offered in the literature [of critical pedagogy] concerning empowerment, student voice, and dialogue, [they] produced results that were not only unhelpful, but actually exacerbated the very conditions [they] were trying to work against, including Eurocentrism, racism, sexism, classism, and "banking education" (1989; 298). It is important to challenge rationalist assumptions. When we situate ourselves in classroom contexts and examine the repressive myths of critical pedagogy, we quickly realize that all students do not have equal opportunity to speak, that not all students respect others' right to speak, that not all students feel safe to speak, and that not all ideas are tolerated and subjected to rational critical assessment against fundamental judgments and moral principles. Ellsworth suggests that we confront the conditions that make democratic dialogue impossible. Two

assumptions that proponents of a critical pedagogy may possess are that teachers (dietitians) are free of learned and internalized oppressions and that they are more knowledgeable about the students' (clients') oppressions than the students themselves. Of course, we know that these are dangerous, yet often comfortable assumptions to hold. These assumptions, when unexamined, pepper our language and actions, causing incongruent moments, negative social esteem, and clear disconnection. I am reminded, once again, of the often discomfiting, but worthwhile engagement in ongoing self-study.

Embracing Possibility

Creating a negotiating language of inclusion and possibility that go beyond critique and demystification allows us to analyze ourselves and society from our multiple locations and to decide how we will define and live our lives.

- Pepi Leistyn & Arlie Woodrum, "Context and Culture: What is Critical Pedagogy?" (pp. 7)

I trust that this proposed critical nutrition pedagogy will continue to develop along with my theoretical and practical knowledges just as it has since I published my paper in 1997. What I have posed here is at once immeasurable and perhaps incomplete, but certainly not impossible. What does become possible is a new vision of how we are all in relationship with food and each other, acknowledging authentic ways of being and contemporary barriers to this ideal. With these re-imaginings comes the possibility that we may re-conceive our relationship with nutrition- and marketing-related dis-eases. That perhaps we are able to find deeper, contextual meaning in our interactions with food, may alleviate some of the global suffering we have witnessed. I trust that critical nutrition pedagogy, with its sharing of insights, strategies, and critical reflections, significantly moves such efforts forward and I invite you to co-create this vision with me.

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The High School Fashion Show: Production and Performance in Adolescent Girls' Experience

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Introduction

The theme for this session is "A New World Reality, A New Relevancy." It was the tension between new realities and relevancy that we wanted to explore when we initiated research last spring to examine the experience of students and teachers as they prepared for and carried out a high school fashion show, a culminating experience in a Textiles Studies/Home Economics program in a large urban Vancouver School. While some believe that the past decade has seen a decline in interest among students for clothing construction courses in high school, *fashion* has assumed constant and increased interest. High school courses that incorporate fashion in their titles or promote ideas of fashion have remained of much interest (Peterat, 1999) among adolescent girls and increasingly boys. Fashion has become part of popular, media culture. Many adolescents watch *Fashion File* and through it are introduced to the fashion industry and international designers. They understand fashion shows from backstage, and fashion is entertainment (Arnold, 2001).

As educators, this new reality raises many questions for us. The teachers wondered if organizing and having students participate in the fashion show created false hopes and prima donnas in the face of a tough, competitive industry where few succeed. They wondered what the fashion show contributed to the self-esteem of the mainly female students who participated. While they believed the fashion show contributed to a sense of belonging and cooperation among the students, they did wonder if it was divisive and destructive of some students' self-worth.

As researchers, we questioned whether fashion shows were educationally defensible, and what were their effects on the students who participate? It can be argued that the (mainly) young women who participate in high school fashion shows engage in a social practice (Wenger, 1998) as part of an industry that employs them, exploits them, clothes them, and in which they may pursue post-secondary education and future careers. Fashion is viewed by some as an oppressive force for women through perpetuating unrealistic body images, eroticizing the female body, and promoting excessive consumption. However, fashion is also fun, creative, self-expressive and permits sensuous play that "paradoxically can provide so much harmless, guilt-free and specifically female pleasure" (Gibson, 2000, p. 358). Thus, a more critical understanding is needed of how students understand the high school fashion show as a means to resist the dominant culture of schools and society, and how they capitalize on femininity to do so.

These were some of the questions we carried into one urban high school located in an upper middle-class, largely Asian neighbourhood of Vancouver last spring. The impetus for the fashion show was to highlight student achievement of those enrolled in the textile studies classes. All the garments in the Fashion Show are created and sewn by the students, and six senior grade students design their own collections of original clothing and accessories. This was the eleventh annual fashion show celebrating the strong fashion preparation program at the school. Many of the school's graduates go on to pursue higher education in some of Canada's top fashion institutes.

We spent a month in the school prior to the fashion show, observing preparations, rehearsals and *hanging out* in the textile studies classroom. Interviews were conducted with two teachers directly involved in the show production, ten students in grades 8 through 12 (nine female, one male). One interview was done prior to the fashion show and a second interview was conducted in the week following the event. One grade eight student was interviewed prior to the show but because she did not participate in the show, she was not interviewed after. One additional grade twelve student was interviewed after the show. In total, five senior students were interviewed and five junior and grade eights. The students were selected based on a willingness to participate in the research project and three senior students who would be show casing their collections and pursuing fashion careers were asked to be participants. An afternoon dress rehearsal and the Thursday evening performance were observed behind-the-scenes and from within the audience.

Theoretical Perspectives

Two theoretical perspectives give rise to the questions that shaped this research. One was the feminist concern with body image and perpetuation of women's exploitation. Associated with this is theorizing around women's and girls' bodies. A second is the area of fashion itself and how one can understand the meaning and existence of fashion and fashion shows as visual culture production.

There is evidence that as young girls' bodies mature, change shape, and grow, girls become increasingly concerned with their bodies (Rosenbaum, 1993). Current research indicates correlations between body image dissatisfaction and dieting, anorexia, bulimia, over exercising and self-esteem issues in adolescent girls (Dunkley et al., 2001; Levine & Smolack, 1992). Subsequent research points to media sources and popular culture as directly influencing young girls' discontent with their bodies (Botta, 1999; Currie, 1994; Thomsen et al., 2002). Oliver's (1999, 2001) research on how adolescent girls construct meaning of their bodies supports claims that fashion represents a cultural code whereby girls learn "to desire and create a normalized image of a perfect woman" (p. 220). This has led many young women to internalize and embrace the sociocultural beauty ideal (Thomsen et al., 2002). Oliver's critical inquiry supports the dominant belief that fashion (shows, magazines, and advertising) positions girls as oppressed and deeply disturbed with their bodies. Thus fashion, beauty and femininity are theoretically positioned as the "other." However, establishing a binary that positions fashion and femininity as the abnormal other locates a discourse in which the production and performance of femininity is fixed, static and monstrous. If instead we understand femininity not as a binary condition, but rather one that is in a constant state of becoming, one that is liminal, vulnerable, and unstable, might we begin to envision femininity as a space of transgression and transformation? If current perspectives on body image and adolescent development argue that cosmeticized bodies disempower and disenfranchise girls, implying that in order for girls to live a more healthy life, they must learn to resist dominant images of femininity and beauty (Oliver & Lalik, 2000), then what meanings can be made from the fantastical display of femininity and glamour in the high school Fashion Show? We argue that many of the young women who create, model, and present garments in this Fashion Show, present the body as resistant to or outside of the traditional codes of domination. Representations of femininity are not a return to oppression or the abnormal object (abject) but rather a "re-representation, a making strange" (Mulvey, 1991, p. 139).

Both fashion and the fashion industry are described as "stubbornly" (Green, 1997) and "inherently contradictory" (Arnold, 2001). Baudrillard has criticized fashion "as a modern mode of servitude" (in Green, 1997, p. 18). But, as Green summarizes, "Fashion is both freedom and dependence; it is chaos and movement, yet also order and a 'universe of discourse' providing a repertoire of choices that 'nurtures and shapes a body of common sensitivity and taste'" (1997, p. 18). Simmel suggests that women's "enslavement to fashion is due to their weaker position in society" (in Green, 1997, p. 26) and that fashion is a realm in which women can find prominence and control when satisfaction is denied in other fields. In Simmel's analysis, fashion "functions in indirect relation to access to power" (in Green, 1997, p. 26). Davis (1992) suggests the fascination with fashion can be found in the "identity tensions" encoded within it that fuels "the endless and repetitive cycle of fashion change in the West, particularly, though not exclusively with respect to issues of gender, sexuality, and social status" (p. 191).

Evans and Thornton (1991) examined the work of four women fashion designers to understand the ways in which their work challenged meaning through representations of femininity and bodies. They describe the work of Schiaparelli in the 1930s as presenting woman as a performer and masquerader who through the flaunting of femininity puts a distance between herself and audience, a space in which to take control of meaning of femininity that is the mask. Arnold (2001) claims that the hierarchy of fashion was broken in the 1960s when couture "gave up its dictatorship" and "the varied influences that fashion now draws upon reflect both the sensuality of luxury and wealth, and the confrontational rawness of brutality and violence" (p. 125). Arnold suggests then that fashion and fashion shows are theatrical; a place of entertainment, politics, excess and extravagance. How then might we understand the purposes of a high school Fashion Show and the experiences it engenders?

The Teachers' Perspective

The School enrolls about 1500 students primarily of Asian background, and is located in a wealthy upper middle class urban area. Approximately ten percent of the students enroll in the Textiles Studies program in high school. All grade eight students are introduced to Textile Studies in a short exposure of approximately six weeks. The program is titled Fashion Design and Merchandising and the junior program in grades nine and ten enrolls a large number of students at an introductory level. Some students elect to enroll in the Career Preparation program in grades eleven and twelve and it is these students, likely bound for post-secondary fashion programs, who create designer collections usually in grade twelve. The two teachers we interviewed are primarily involved in the Fashion Show production. Anna is the home economics department head and Winnie is the textiles studies teacher.

Last year, the year of this research, the teachers were producing their eleventh consecutive Fashion Show. They had questions about how the productions might be sustained and whether they helped to meet goals they had for their program and student learning. Winnie started the first Fashion Show when she had her first class of senior students and from there she states, "It just kept going and growing, because after the Fashion Show the principal would ask when is the date for next year ...and it just started from there." Anna described how they have consciously tried to create a *high school* Fashion Show, rather than emulate the "New York catwalk thing...I guess hoping that those students in the future will change the way we view fashion and beauty, and ourselves.... That's what I'm hoping." She opens the show with a power point production of slides taken in the classroom and program throughout the year, showing the clothes in production. She also consciously wants to "counter the fashion industry's image that only a certain style of person or body can be a beautiful person." Everyone who constructs a garment models in the Fashion Show. Winnie adds: "Its basically to show off the students' work - what they have achieved. Everybody's in it. It's not just if you are tall, slim and good-looking with a model's figure. You're in it. You wear what you make except for the designers...."

Since the Fashion Show is a requirement of the program, it is part of the curriculum and not extra-curricular. Winnie states: "They get marked for what they do and its part of the whole program." The Show involves approximately 150 students modeling about 250 different garments in a show that lasts almost two and a half hours. Students move quickly in choreographed groups, on and off stage. Anna comments that to her the show is becoming "more and more Broadway like...." She elaborates on Winnie's interest and influence: "She has a personal like for Broadway musicals and old musical films and how they got all those dancers out there and back in again ...and so she has that sort of whim."

Winnie explains the productions she designs: "I started to listen to music. If I can see something when I listened to the music then I could use it. It just comes to me. I have a vision and I tell the kids and they 'oh yeah, yeah, yeah.' Most of the time it works. Not always. I don't know where this theatrical stuff came from, it sort of just evolved that way...and actually there is an evolution in the professional fashion shows as well."

For Winnie she figures it's the way they have to go because the show is long, it can't be boring. It must appeal to a wide audience and keep them interested. She states: "I think you have to go that route if you want to involve all the kids...unless you want to do it with selected kids, selected clothes...like just the best clothes." So for Winnie, the size of the show and the need to include everyone makes it a learning experience...a mentoring process in which the junior students learn from the seniors and prepare themselves to take on more and more responsibility the next year. The experience is more important for Winnie than the quality of the garments. In a professional fashion show, she says, three-quarters of the garments would not go on stage. Winnie emphasizes fun and when the designers are planning their routines she tells them "They have to make it more fun. It can't be just straight cat walk. You've got to jazz it up a bit."

Winnie believes the students have to be actors, able to carry off the mood and attitude the scene demands. "A lot of them gain acting talent ... like being comfortable in whatever skin you put on or acquire...whatever clothes." She recognizes young students can't carry off the attitude of professional models without looking silly so she encourages them "to smile, be pleasant." She says "One thing I want the Fashion Show [to do] is change people's attitude toward fashion shows. Personally I don't like the name Fashion Show because it's more than that...but I don't know if there is a better name for it."

While Winnie understands the need for fun and jazzing up the routines she is puzzled by the girls' desire to sew and wear excessive numbers of prom and wedding dresses. "I think our society now does not have very much glamour and its somewhere that they can be glamorous and show off without anyone saying anything negative. She notes they are drawn to the luxurious fabrics and swirling crinolines and skirts. "I'll say 'Why do you want to make that dress?' They'll say 'I don't know...I just want to do it. I just like it.'"

Anna believes that they are effective in creating a "sense of community or family within the group" of students so that they encourage and support each other. "They are learning their people skills...cooperative group work, a team thing." Working together to encourage each other she considers a really important lesson that the students can only learn through the process of the production, "You have to do that kind of experience thing."

This year seven alumni now enrolled in post-secondary education or working in the industry have returned to help backstage with the production. Anna states: "They have this kind of sense of connection where they come back so ... we are creating this kind of huge family. Even after our students leave our program... they seem to help one another out, they seek each other out, so I'm hoping that's partly because of how we do things here." Anna also elaborates this developing community or family by describing how the recent graduates, once they have gained new skills in post-secondary education have begun to return and teach specific things to the senior students. "Its kind of like a family connection or tradition now that our former grads come back and they help out. Some of them say, 'You've got to keep up the [school] reputation. In particular when they go to [post-secondary program]. They expect us to be able to do this, this, and this. So the expectations are being created by our alumni and our grads also want to keep that reputation going because they know that if the reputation continues the group coming up will live up to it." Other students come back after graduating to help with lighting and music, or to be featured in music and dance interludes included in the Show.

In addition Anna and Winnie both believe that participation in the Fashion Show contributes immensely to self-confidence because it showcases students' work in a positive manner. Because students have to display their productions at the end, the fashion show inspires improved quality "in the types of clothes the kids are making in the program." The Fashion Show is also good public relations for the program.

Winnie sees the Fashion Show contributing to many skills: "Its good for their portfolios and their resumes. Organizational skills, planning, time management. "For a lot of the kids they don't shine anywhere else. It's a place where they can shine. Achieve things and show off what they've done. It's a skill that's not valued as it should be."

Winnie also sees the Fashion Show production as a way of caring for the students. "With a lot of them I do [the show] because you care about these kids. Some of them just need that someone to care about them, to believe in them, someone to show some interest in them, that they are someone special. I'm always telling them off too. They hate me when I tell them off. They're always running away from me. But then afterwards, they say 'Yeah, you're right.'"

The public relations that occur around the program include administrators, other schools in the district, parents, representatives from related programs in the post secondary sector and ministry of education, and local industries. "Administrators...are amazed that the kids have made some of those garments because they are quite complex. When they need to they sort of tout it out as a program...oh yeah, we have these programs.... Parents are always as pleased as punch. Proud parents they are happy to see their kid on stage and they say 'I didn't know my kid could do that!'" The most recent grads notice the small changes. They give positive reviews: "This is getting better and better every year. And it's getting more professional or it's getting more like a Hollywood production." For Winnie and Anna the Fashion Show is a way for their program and school to be distinguished, "become known" as a lead and excellent program. Winnie notes: "If you want a program to survive and flourish you have to do something like that...you have to have a carrot that draws kids in." But some students are ambiguous about wanting to participate. Because it's a requirement, some students say they don't want to be in the show. Winnie states: "Most in the junior grades say they don't want to do it. But they do it and they have a good time. It's a very pleasant memory."

The Fashion Show is a way to try to enhance the value of the work the students do and their value in the school as a whole. For Winnie this means emphasizing the talent, commitment, and accomplishment of

the students. "Its not a little frou-frou course type of thing...that it takes skill and dedication for this just like any other course or program."

Both teachers express ambiguity about the show. They recognize the stress that it creates for them, the excessive time commitments, the grey hairs they acquire. Winnie notes: "I get a sense of achievement. You see the growth in students. You are able to bring all this together and let those kids shine for that brief moment. You still have a nice close relationship with a lot of them. I think I value that more than anything else. You know you have helped them to actualize their potential."

While the teachers sponsor and produce the Fashion Show as a school event and tightly link it to their Textiles Studies curriculum, the students actively participate and create their spaces within the structures established by the teachers.

The Students' Perspective

From the interviews with students, we describe their perspective as fantastical femininity captured in themes of touch and sensuality, fantasy, and performance.

Touch

In the month before the Fashion Show, the Textile Studies room buzzes with the sound of sewing machines and female conversation. Bolts of tulle, taffeta, velvet, and satin line the tables and occasionally a female student emerges from the changing *closet* in a puffy ball gown to have the teacher inspect seams and measure for alterations. We observe the long hours in the sewing room, the routine rehearsals on stage, and question the students' understandings of the Fashion Show and its place in their secondary school curriculum. We are puzzled by the excessive numbers of prom dresses being modeled. Some of the girls in the junior grades have fabricated elegant gowns, and some girls in the senior grades have made up to five fancy costumes. There is something seductive in the display of fabrics, a tactile quality that immediately draws the hand to touch. We remember ball gowns and prom dresses in our past. The dresses are alluring; they are icons of exquisiteness and brazen beauty. Behind the veil of femininity are the bodies of young students, overtly feminine, erotic, and adorable. The dresses evoke a lushness and a *perfect dream girl image* at the same time as a repulsion and rejection of the unreality of the image. The contradictions are troubling and we begin to question the display of fantastical femininity and its role in the students' understandings of fashion, bodies, and schools.

In the second set of interviews, we specifically asked each student about the prom dresses and the production of getting hair and make-up done before the fashion show. When asked why so many prom type dresses were created, students respond by stating that the formal dresses were outside the typical jeans and T-shirt dress code of everyday school attire. One student explained: "The dresses kind of express the way you feel and how you really want to look good and feel good at [the] time and...they're just more special than making jeans and tee-shirts." When asked to clarify how the dresses expressed the way you feel, this student continued: "Depending on how you make it...like if you make it all nice and silky and wavy you are elegant...maybe if you make it all wild then you're wild." Students chose fabric and patterns that were provocative and sensuous. Nancy, a senior student and also one of the collection designers reiterated a similar theme: "I guess its something that we wouldn't buy", explaining that many students prefer to make their own prom dress, cutting costs and assuring the originality of the dress design. In fact many of the dress patterns selected were not styles or fabrics commonly found in stores at the time. However, when further pressed to explain why some students who did not attend the prom still made formal dresses she replied: "Just to be in the show...look pretty and elegant and sophisticated. We don't usually wear them...its only [the] fashion show when we would actually wear them."

The formal dress routine in the Fashion Show allows each girl the spotlight on stage. While in other routines the students come out in groups, in the formal dress routine each girl is escorted down the length of the catwalk by a male escort further emphasizing heterosexual femininity. Aysha, a grade 11 student, made a denim skirt. However she informed us that had she known it would be worn in a Fashion Show, she would have made something different. Students are driven to sew garments that get them on stage more and the routine for the prom dress is longer, they are not required to dance or act silly, and they walk the catwalk

with only the male escort. During the interview Aysha confided that she wants to make a wedding dress for next year's show because: "I can always make jeans and stuff and I'm always wearing these, but for one night I want to be something else."

In other interviews students described the Fashion Show as a one-time event likening it to their wedding and the prom as other significant life events. "I think this is a really good chance to make that dress we've always wanted to make or to feel like Cinderella on stage...because even if you go to a prom, or grad dinner dance, that's only twice and your wedding...so this is kind of a chance for the girls' to look different." Another senior added: "You get to kind of go out, you get the flowers, you get the escorts, everybody wants to be in that. You get the spotlight on you for that and its usually better music...nothing kind of embarrassing to do. You feel like a princess...its like every girl wants to have a big poofy, a big Cinderella dress and now they get the chance to make it."

The students are drawn to particular fabrics that shimmer or feel luscious to touch. Likewise certain patterns that display endless folds of these velvety cloths are popular, emphasizing on another level the eros of touch. Iris Marion Young, argues that women's desire is "plural, fluid, and interested more in touch than in sight" (1994, p. 203). Touch is not limited in this sense to skin on matter, but is an attention to sensuality and synaesthesia. Through touch the boundaries between self and other are blurred in a fluid, temporal space. "Thus we might conceive a mode of vision, for example, that is less a gaze, distanced from and mastering its object, than an immersion in light and colour. Sensing as touching is within, experiencing what touches it as ambiguous, continuous, but nevertheless differentiated" (Young, 1994, p. 204). Touch then becomes a signifier of visual culture as a mode of synaesthesia. Synaesthesia is a process where auditory, visual, kinetic, olfactory, and tactile significations become permeable and transparent (Pajaczowska, 2001). The barriers between the senses become fluid, shift, and desire becomes not an objective phalocentric impulse but rather one in which all our senses are aroused in shared understanding.

Fantasy

Make-up, hair, and other cosmeticized accessories were added for the dress rehearsal and the final performance in the high school Fashion Show. Again, the students described this process as a one-time affair, something glamorous, exotic, and seductive. "I had make-up done because I thought it would be a really fun experience because I love getting make-up done even though I never wear make-up...it felt nice kind of glammed up pretty. I felt kind of pampered getting my make up done and I had lots of black eye liner and a bunch of blue eye shadow. It was kind of crazy but fun." Amy, another senior and collection designer described the body preparations as: "its once in a life time...you only get to do that once a year...so you go all out." When asked if students were trying to emulate what they see in fashion magazines she responded: "Maybe to a certain extent but not really...because in magazines, models are all perfect but we're all like real people. It makes it different." Extending this, other students noted that make-up was overly exaggerated and grotesque for the purposes of stage effects. Thus, beauty and femininity in a traditional context are called into question. The masquerade (Tseelon, 2001) and the monstrous or making strange (Shildrick, 2002) of appearances becomes a re-representation of the body and this body is fluid, unstable, and uncertain. While masking reveals, transforms, and constructs identity, masquerade is a means of interrogating it, a way of destabilizing boundaries, a way of making meaning with, in, and through bodies.

Students describe the Fashion Show experience as a dramatic performance in which they act, have fun, and live out a fantasy. "You're out there and you're having fun. Its not you...you are a different person...its like you are acting. I would never wear that [referring to the outfit she wore in the show] and I would never do those poses without being told to. And then the jewels were more delicate and feminine...you were like you were a little kid but you were not." Students often spoke of their garments as being items they would never wear to school or in their daily lives, but rather were created only to be worn in the Fashion Show.

This reference to masquerade and making strange emphasizes that the Fashion Show becomes a space where a variety of identities are played with that might normally be restricted in school. It is a momentary break from the monotony of school life, it's a chance as Aysha says: "I can always make jeans and stuff ...but for one night I want to be something else" (italics added). Best (2001) in her research on

prom nights, another mode of visual and popular culture, provides this insight: "While the prom is resolutely a space of constraint, it is also a space of infinite possibility and self- (re) invention, a rich tapestry of spectacle and pageantry" (p.10). Fantasy is not wishing or hoping for something better, but rather the plurality of "situations without situated-ness; there is an infinite before and after; thus the images are open at both ends to an indefinite multitude of transformations" (Young, 1994, p.208). Pushing against the boundaries that traditionally mark the body as determined and controlled, adolescents use the Fashion Show as a way of shifting these boundaries thereby multiplying body identities. As Elizabeth Grosz articulates, "The body is an open ended, pliable set of significations, capable of being rewritten, reconstituted, in quite other terms than those which mark it, and consequently capable of re-inscribing the forms of sexed identity and psychical subjectivity at work today" (cited in Baert, 2001, p. 12). This is in contrast to the more conformist notion that fashion, media, and popular culture condition young women to strive towards a perfect body ideal. Such scholarship argues that in trying to obtain the perfect external self we are trying to match our physical body with our essential self or inner self, thereby engaging in an act of repair or healing. Contrary to this belief is the idea that our body is in constant change because we are attempting to try on different body identities, to play with fantasy and imagination.

Performance

In the high school Fashion Show being on stage as many times as possible is a consistent drive behind the students' planned participation. When the students are asked how the Fashion Show relates to such shows as the New York cat walks, they draw few similarities, likening instead their own production to the high school drama or dance performances, or even extra curricular sports. The Fashion Show is a play in which the students become actors taking on different roles, dressing up in costumes, and performing alternative scripts. Performing femininity was a conscious act on the part of the female students in the Fashion Show. Amy, a senior collection designer's understanding of femininity as an active performance is illustrated through her sewn garments. A mixture of leather, lace, spiky heels, wide belts, and cute berets, Amy describes the ideas behind her creations: "It was sort of intentional because I didn't really want a woman to be perceived [as] kind of flimsy or whatever, so my collections were powerful but they weren't masculine at the same time...they are so feminine. That's what I wanted to do...a lot of attitude." When asked to elaborate on the term attitude, Amy said: "like you own the world. I wanted the woman to look strong and independent, powerful but still not manly, I wanted it to still appeal to a girl." This notion of attitude was further described by other girls in the Fashion Show and while each understanding was slightly different, a common thread was apparent. Woman as powerful; the feminization of femme. Rebecca, a grade 8 student felt that attitude showed that you're your own self. Similarly, Nancy thought that girls nowadays have a lot of attitude. Her own collection personified this through the use of black pleather and red Chinese brocade. In describing her collection she noted: "When I think of black its dark, mystery, cold, but red is like flames and there is a contradiction there, and I thought putting them together would look somewhat fresh and new." Students' sewn creations are carefully planned, each piece of fabric, thread, sequin, and zipper selected as part of the performance. We must not ignore the impact of these visual signifiers.

Re-Thinking Fashion and Femininity

Theorists define femininity as a textual relationship that is neither determined nor unitary. It is a phenomenon that is produced, consumed, and received as relational and deeply intertwined (Roman & Christian-Smith, 1988). Dorothy Smith (1990) in her cogent text on femininity furthers this understanding by conferring that women are active subjects and agents of femininity.

When the codes and images are viewed as women use, play with, break with, and oppose them, the discourse of femininity appears not as managed construct of the fashion industry manipulating people as puppets, but as an ongoing, unfolding, historically evolving, social organization in which women and sometimes men are actively at work. (p. 204)

Smith maintains that fashion and body image are not objective productions disabling women, but rather that the planning, the resources needed to create a particular image, and the intent of reproducing a set body image requires active participation and performance by women. The students' interviews support these

claims as the young women express the effort and care required in achieving the right look. Best (2000) in her research on prom nights suggests that engaging in this body work "helps to define femininity as something one actively undertakes" (p. 46) which is in direct contrast to idealized notions that femininity is simply something women passively possess. However, as Best notes, the paradox of performing femininity is that in doing so one is defined as frivolous, and "that which is frivolous is also feminine" (p. 36). The play between repulsion and desire creates a contested space where the performance of femininity becomes a means to resist, re-code, and re-define body identities. Roman and Christian-Smith (1988) elaborate on the contradictory nature of popular culture and the struggle girls face in becoming feminine:

At stake in the struggles and contestations over these meanings are not only textual representations of femininity and gender relations in particular cultural commodities, but also their place and significance in the lives of actual women and men who consume, use and make sense of them in the context of their daily practices and social relations. The struggle for girls and women, then (whether they are feminist or not), over gendered meanings, representations and ideologies in popular cultural forms is nothing less than a struggle to understand and hopefully transform the historical contradictions of becoming feminine within the context of conflicting sets of power relations. (p. 4)

Likewise, in schools adolescents are often denied control over their own bodies. While this particular school does not have a school uniform or mandated school attire, there are systems and structures at work that regulate, desexualize, and normalize adolescent bodies and desires. One of the teachers, Anna was concerned that in this years' fashion show many of the garments were provocative and revealed a large amount of female flesh. There is often a need for schools to see the transforming bodies of adolescent females as dangerous and devious, something that needs to be controlled and covered.

Teenage girls are often denied control over their bodies, their desire, and their self-definition.

Engaging in this elaborate consumption-oriented body work enables them to craft a space of self-control, self-definition, and self-pleasure that is experienced immediately. (Best, 2000, p. 47)

In contrast to fears of flesh and skin, Anna recognized that textile classes and the Fashion Show allow students a degree of success and public recognition they might not get in other parts of school life or outside school. "It's also very concrete because when you finish you can actually show it to someone and wear it. It's not like a paper when you write it...your friends are not anxious to read it. But they will comment on your evening dress or your skirt, top or whatever." Thus, wearing the garment is an essential part of performing femininity.

In negotiating the space between what is controlled by the schools and the desires of adolescent culture, one way the students use the Fashion Show is to resist dominant school and societal culture.

The prom [fashion show] is a space in which teens make sense of what it means to be young in culture today, negotiate the process of schooling, solidify social identities, and struggle against the structural limits in which they find themselves. (Best, 2000, p. 2)

Iris Marion Young (1994) furthers this understanding by offering that fashion allows us the opportunity to fantasize. Young argues that fashion is the mediator between public intercourse or what we might refer to as real or lived experiences, and fantasy which is an imagined or unreal encounter. Fashion thus becomes a liberating means to subvert, resist and re-code women as active agents. We want to trouble this proposal and provide an alternative understanding. Instead of locating fashion as the mediator, we need to look at fantasy, touch, and performance as aspects of this negotiated space *between* public discourse and fashion. Fantasy is not an unreal situation but one in which boundaries shift and possibilities are open and pliable. By re-arranging fantasy, touch, and performance to this contested and ambiguous middle space it is possible that the students are actually re-representing fashion as a way to critique and re-negotiate fashion, identity, and culture. These pleasures that fashion affords become ways through which students re-represent bodies and understand the meanings of their body. Thus, this notion of resistance becomes even more complex and intercorporeal.

Facilitating New Relevancies in The Pedagogies of Fashion and Textiles

We began this research asking whether fashion shows can be defensible academically as part of a curriculum in Textile Studies. We sought to understand the experience from the viewpoints of the students

and teachers involved in the preparation and production of one Fashion Show. We found that fashion is very much a part of youth culture today and there is evidence to support Dimitriadis' (2001) claim that:

School culture today has been overtaken by media culture broadly defined to include music, film, television, video games, and the internet. All of these have provided models of self-fashioning that are more disparate and now more compelling than the ones offered in traditional schools and through traditional curricula. (p. xi)

Fashion shows can bridge media culture (part of the new reality) and the traditional curricula and be a key space in constructing a new relevancy. Fashion shows are a place where students can experience agency in areas of the curriculum that interest them and are about them. If such curricular spaces are eliminated from school programs, the impact of popular culture and the allure and exploitations of fashion in the everyday lives of young students will not be diminished. Only the opportunities for students to live out their own experiences and perform alternative narratives will be silenced.

Fashion shows are spaces where touch, fantasy, and performance intersect in a contested gap navigating and re-representing body identities. Current perspectives in art and education envision a curriculum that includes visual culture (Duncum, 2001). As Duncum asserts, expanding the curriculum to include a diversity of art forms is one aspect of visual culture, however, we need also to consider "ways of perceiving and reflecting upon visual culture" (p. 104). But critiquing visual culture as resistant to dominant cultural codes is just one aspect of this pedagogical practice. More importantly we as educators need to entertain spaces, such as fashion shows, where students capitalize on sensuality, where desire becomes fluid, uncertain, and transgressive, and where touch, fantasy, and performance are means to negotiate school culture *and* student's own communities, needs, understandings, and learnings. Visual culture in this sense necessitates a move beyond the inclusion of multiple art forms to recognize the possibilities of synaesthesia, a making strange of our senses, and the integration of body knowledge in education.

McRobbie (2000) advocates the inclusion of curricular practices that are about the role of girls in youth culture. Previous research either ignored girls as a sub-culture or prescribed male-defined attributes to female groups. In the high school fashion show, although boys are not excluded and two did participate, it is important to re-think the ways in which girls are present in visual cultural forms and in schools. However, much of the popular and visual culture research examines activities outside of school such as raves and punk cultures. What happens when these sub-cultures are legitimized within the school curriculum? Further research might ask: How do girls organize their cultural life inside and outside of schools? And how do adolescent girls understand agency and feminism?

Synaesthesia and body knowledge help us to understand the possibilities of students' learning by participating and performing in a Fashion Show. Both relate to a sense of self and one's relationship with the world. But fashion shows are also public performances and *community* productions. The literature on situated learning and communities of practice (Wenger, 1998) helps us to understand some of the broader supportive elements that make the experience meaningful for students and teachers.

Wenger states:

If we believe...that knowing involves primarily active participation in social communities....What does look promising are inventive ways of engaging students in meaningful practices, of providing access to resources that enhance their participation, of opening their horizons so they can put themselves on learning trajectories they can identify with, and of involving them in actions, discussions, and reflections that make a difference to the communities that they value. (1998, p. 10)

In the context of a textiles studies program, the fashion show is an event that coalesces many features of what Wenger considers a *community of practice*. Wenger describes a community of practice as existing because "people are engaged in actions whose meanings they negotiate with one another" (p. 73), they are involved in a joint action where there is mutual accountability among participants, and they develop a shared repertoire among themselves where there is a history, some shared meanings, and ambiguity.

The learning that occurs in such a community of practice for Wenger is "What changes our ability to engage in practice, the understanding of why we engage in it, and the resources we have at our disposal to do so....Such learning has to do with the development of our practices and our ability to negotiate meaning. It is

not just the acquisition of memories, habits, and skills, but the formation of an identity" (p. 96). "Membership in a community of practice translates into identity as a form of competence" (p. 153). "Because learning transforms who we are and what we can do, it is an experience of identity" (p. 215). Two key features of learning for home economics is that learning is "fundamentally experiential and social," and it "transforms our identities" (p. 227).

We quote Wenger at length because this learning theory has such potential for influencing the pedagogies within home economics. Relating it to the Fashion Show we studied and its curriculum context, essential elements that make it a meaningful experience include its links to post-secondary careers and study, the presence and support of post-secondary educators, parents and family members, all representatives of the broader community whose presence gives value to the students' performance. The Fashion Show is also embedded within a school community consisting of the alumni who continue to return to the school and assist with the production, to coach and teach the younger students; and the currently enrolled students who through the Fashion Show are inducted into the community first through exposure prior to attending the school and through increased participation and autonomy in their participation as they advance through the grades. The Fashion Show is also a public event that is a display of achievement. It is a community project in which students rely on each other for its success. It relies on the creativity and initiative of all in order for it to be a success. Thus the learning is in the process of the activity, occurring in a way that is only possible through this event.

Shultz (1994) notes that the American Vocational Association encourages curriculum in the family and consumer sciences to be organized around three themes: understanding and appreciating self and others, forming a concept of work and developing positive relationships. Certainly the Fashion Show encompasses all these three themes and provides a context for learning that is uniquely home economics. It can also be seen as an opportunity to develop life skills such as interpersonal and communication skills, problem-solving and decision-making, citizenship, leadership, and self-esteem; all goals valued by the teachers who sponsor the event. However, a key feature of the Fashion Show is that it transgresses and goes beyond these pedantic curriculum goals to foster possibilities that are unpredictable and open.

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The Family and Technology: Essential Understandings for Future Teachers

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Abstract

Teachers must understand technology within the context of society, and this means that home economics educators by whatever name must take this understanding to the most fundamental unit of society, the family. This paper provides a brief introduction to a sociotechnology model (Fleming, 1989) which is used in Saskatchewan as the basis to educate for technological literacy. This paper reports on the practice of teaching a university level class titled *The Family and Technology* where this model is used to examine: household use and impact of technology from past to present; the relationship among family, technology and society; current issues/concerns regarding technology and the family; and strategies to enable individuals and families make more informed decisions regarding household technologies.

Introduction

While technology has always been an integral part of the lives of individuals and families, in Saskatchewan it is also a recognized component of the Provincial K - 12 Curricula. Here "Technological Literacy" is one of six "Common Essential Learnings" (C.E.L.s). These C.E.L.s contain "understandings, values, skills and processes which are considered important as foundations for learning in all school subjects" (Saskatchewan Education, 1988, p. 7). In this context:

Technological Literacy is concerned with improving students' understandings of how technological systems are integral parts of social systems, and that they cannot be fully separated from the political, cultural and economic frameworks which shape them. The goal is to have students appreciate the value of technology in society within the context of its limitations, and see themselves as having roles and responsibilities in shaping public policy related to technological change. (Saskatchewan Education, 1988, p. 8)

Using the Fleming's Sociotechnology Model (1987) the following understandings are important in the defining of technology.

- 1) Technology is more than the "**hardware**" or the non-natural objects manufactured by humans.
- 2) Technology includes "**know-how**", i.e., having the information, skills and procedures necessary to design, produce or use technology. Such 'know-how' is not sufficient in itself.
- 3) Technology is the **process of manufacturing** the hardware, which includes the **economic, social and political** environments that make this manufacturing possible. (For example, an important part of understanding a technological development is understanding **how** and, as a consequence, **why** it is funded.)
- 4) Technology is the **use of hardware and people in order to extend human capabilities**. (For example, the use of automobiles leads to a system of roads, gas stations and driving laws. It is this combined system that extends the human capability of moving about.)
- 5) Technology is an **ordered, rational effort to solve definable problems**. (Saskatchewan Education, 1988, p.37)

Home economics education has always been centered in the use of technology within this context. While the language was probably not the same, these teachers were involved in the education of technologically literate students. For example, we have witnessed the move from the spoon to the whisk to the electric mixer. While we have incorporated the new artifacts, we have not done so without a critical examination of the changes within the context of number four above, also known as the sociocultural system of use. This examination is a critical and unfortunately often missing aspect of life today.

In Canada today, I would argue that for the most part we have bought into the restricted concept of technology, that of **hardware**. Further, that this concept is seen as: high-tech; that high-tech is equated with computers or computer chip technology; that high-tech is better than low-tech; that new-tech is better than old-tech; that faster is better, even if people can't keep up; that the "techier" we can get the more advanced we are and the better off we will be; and the list goes on. What a marketer's dream!

I believe that it is time to examine what we have bought into in conjunction with the examination of changes in family life today. For example, we know that Canadians are experiencing a time crunch, and that we are consuming more meals that are not prepared at home. Let us play out a scenario that goes like this. You have decided to produce a basic stew. It is now time to prepare the vegetables for the stew. So you dig the food processor out of the cupboard, you find the proper blade, you assemble the food processor, you reassemble the food processor. You plug in the food processor. You wash the vegetables. You get out the cutting board and the knife and you cut the vegetables to fit the feed tube. You cut a few of them again because they didn't fit into the feed tube. You chop the vegetables in the food processor and you put them in the pot. You take the food processor apart. You look for the manual to see what parts you can put in the dishwasher. Later on you will wash it and put it away. No wonder people don't like to cook – it is a lot of work, it is complicated, and it takes a lot of time and it is noisy. Compare the above to this scenario. You wash the vegetables. You get out the cutting board and the knife and you cut the vegetables and put them in the pot. You wash the knife and the cutting board by hand and you put them away - right now. Done.

Now don't get me wrong here, I wouldn't part with my food processor. I do not mean to suggest that we do not embrace new technological artifacts, just that we must examine their appropriateness to the task. We need the same process here as we do in conducting research. Just as the research question should determine the methodology, the work process should determine the technological artifact and the system of use. To make this point I could include in both sceneries that it was Grandpa's stew recipe that was being prepared, and that Grandma had checked it for accuracy before she scanned it and sent it over the internet.

Some of the things I believe we must do as home economics teachers are:

- We need to let our public know that technology is more than **hardware**. We need to promote Technological Literacy and we must let our public know that we are now, have in the past, and will in the future be involved in this endeavor.
- We need to work to get education back to education for life - not training for employment.
- We need to stay true to our mission of improving the quality of life for individuals and family. We need to get home economics education - by whatever name - back to a family focus and we need to extend our teaching in this area. In Saskatchewan that means introducing classes such as strong financial/ life management type classes and strong family life and parenting classes. And yes, we may need to co-op the language of technology to assist in marketing our classes.
- We need to maintain the direct human link in education and this means investing in teachers while we educate for technological literacy.
- We need to question and educate others to question the reasons for the expenditures in our school systems when they are not directed at adding people to the equation. To do this we may have to question the questions themselves. Instead of having to choose between an expensive distance education delivery of geo-trig or calculus ask why either would be deemed as important in the high school context. And do not take the usual "you need it for entrance to university" answer. We need to work to get parents on board in this endeavor.
- We need to keep education student focused but this must be with the balance of student rights and *responsibilities*. We need to educate our students to be technologically literate, for within this framework responsibility is an integral component.

Teaching a Family and Technology class at the University of Saskatchewan

The Family and Technology class is a required class for university students selecting home economics as a teaching area. These students begin their teaching area with a class which provides them with a human ecosystem theoretical perspective which basically "includes human beings existing in interaction with the total environment" (Bubolz, Eichler, & Sontang, 1979, p.28). This and all other home economics classes build on this perspective. In this class a sociotechnology model (Fleming, 1987,1989) is added to examine: household use and the impact of technology from past to present; the relationship

among family, technology and society; current issues/concerns regarding technology and the family; and strategies to enable individuals and families make more informed decisions regarding household technologies.

The Family and Technology class was developed by Pain in 1995 and has been taught on a yearly basis since. Burwell assisted with the development of the laboratory component and has been the instructor for this. Fuhr has just completed the class as a student. The poster session is planned to present the three perspectives. All of the authors are members of CHEA. Artifacts of our practice including examples of student work, course materials, references etc. will be available as a focal point for dialogue.

Course objectives and rationale:

1. *To examine from the past to the present the influence of technology on the family and the influence of family on technology.*

To examine the reciprocal influence it is necessary to go beyond the "restricted definition of technology, that of artifacts and know how" (Fleming, 1989, p.392). Using his Sociotechnology Model (Fleming, 1989) "presumes that understanding technology requires an understanding of the interactions between the artifacts of technology and their production and use" (Pain and Fleming, 1994). We begin this examination from an historical perspective with the work of Cowan (1983) *More work for mother: The ironies of household technology from the open hearth to the microwave.*

2. *To provide opportunities for students to begin thinking about some of the positive and negative effects of technology on the individual, family, and society and to gain experience in distinguishing between positive and negative consequences of technology and supporting tentative judgments.*
3. *To become aware of some of the social, political, economic, personal, and environmental effects of technology on the family.* Cowan (1983) uses the phrase "work process" instead of "the simpler term work in order to highlight the fact that no single part of housework is a simple, homogenous activity" (p.11). "The concept of work process reminds us that housework (indeed, all work) is a series not simply of definable tasks but of definable tasks that are linked that are necessarily linked to one another" (p.12). This becomes particularly important when we examine the impact over time, when it allows us to "ask not only whether one activity has been altered, but also whether the chain in which that activity is a link has been transformed" (p.12).
4. *To recognize the influence of the technological society on individual and family orientations and ideals.* As we examine the changes in the work processes some of the transformations that have occurred become evident. Cowan cites the example of cleaning rugs and the changes that have been experienced with the introduction of the vacuum cleaner. While we may assume that this has made the process easier and faster we must ask "Easier for whom? Faster for whom? Under what conditions?" (p.12). In this example we see how the work of men in moving the rugs outside and the work of children in beating them to get them clean has been removed from the work process. In addition it is harder to move a vacuum cleaner than a broom and "it is more likely that the vacuum cleaner will increase the frequency with which the work is done" (p. 12).
5. *To gain experience in weighing alternatives regarding the responsibility of the family in a technological society.* In her book, *The real world of technology*, Franklin(1999) points out "attention to the language of discourse is importantwhenever someone talks about the benefits and costs...don't ask 'What benefits?' ask 'Whose benefits and whose costs?'" (p.126).
6. *To examine how technology could be used if the interests of the family in directing self-directed capacities were paramount.* The impact of people in the technological context is vital for "the important, and often missing, element in overviews of technology is the connection to people" (Wallace, 1989, p.46). This is supported by Ursula Franklin (1999) who points out the importance of the "reintroduction of people into the technological decision-making process" (p.127). She points out the folly of only including people as "experts" and the necessity of including the experience of those who work directly with technologies "day in and day out" (p.17).
7. *To reinforce the ecosystem perspective by stressing that family members have the capacity to shape technology as well as being shaped by it, and to explore ways in which families can become more proactive in shaping technology.* As Franklin (1999) points out "Technology is not

preordained. There are choices to be made and I, for one, see no reason why technologies could not be more participatory and less expert driven" (p.115). The impact of technology on home and families has always been an important aspect of the discipline of home economics (Pain & Fleming, 1994). Thompson (1992) traces "Hestian concerns related to the household, family, science, technology and the environment" back to 1899 - 1908 and the Lake Placid Conferences (p. 149). The recognition of past practices (Cowan, 1983) is important in setting the context for the reciprocal impact of technologies and families in the present and the future. Unfortunately, "we are far behind in teaching about the impact of technology on the family and of the family on technology" (Pain, 1991, p.6).

8. *To examine family and technology issues relating to: the household; the workplace; medicine and health, with particular emphasis on reproductive technologies; aging; handicapped family members; and communication technology.*

Laboratory Component

Laboratory sessions are organized so that students can observe, study, experience, reflect and discuss the impact of technology on past and present family activities. A visit to the Saskatoon, Saskatchewan Western development Museum to view a threshing demonstration from hand threshing to present day high powered machinery sets the stage for students to observe the development of technology from the backbreaking work of the pioneers in their struggle for survival to the computerized machinery of this century with its attending problems and stresses. Visiting the 1910 vintage village presents everyday life and its activities. Students are able to walk into a complete village street. Examples of places to visit include the butcher shop, general store, hardware, apothecary, millinery, dentist's office, doctor's office fire station, barbershop, and a home housing the local telephone office. Each of these places includes numerous artifacts of the era. The visit is structured so that students have to answer a series of questions which focus the technological system which they have been assigned, such as food, clothing, shelter, health care, and utility systems. The following lecture period is spent discussing what they have observed and reflecting on the impact of those systems family life, how these systems have changed, and some of the transformations which have occurred.

Field trips are organized to explore furniture making from handcrafted to mass production. They observe the computerized designing of a kitchen and then walk through the factory where all cutting and assembling is done by computer operated machinery in producing mass produced cupboards, cabinets and counters. In contrast a visit to a handcraft furniture shop details the time consuming construction of beautiful customized furniture.

Another trip takes the students to visit a store handling upper end state-of-the-art kitchen, barbeque, and home cleaning equipment. Many are of European design and they address issues of limited space and environmental factors such as water use and utility costs. A subsequent visit to more regular range appliance showroom provides students with an opportunity to make comparisons in size, price, special features and environmental factors.

A trip to an Agricultural Biotechnology laboratory provides students with the fascinating and unique opportunity to explore reproductive technologies. Students extract DNA from an onion, run a gel, and explore microbiological pest control.

In the laboratory, activities include a critical examination of home bread making using the traditional hands only method, mix master, food processor, bread maker, and a heavy duty multi-purpose machine which will mix four loaves at a time. Product comparison, preparation/cleanup time and technical problems are compared. Sometimes students discover technological machines can create failures when they malfunction due to human error.

Other laboratory experiences include hands on experience in food preservation. Based on the most recent research, students learn how to pressure can vegetables, and use the water bath for fruits, pickles, jams and jellies. They also experience how to dehydrate and freeze food safely. Each of these processes compare old and new technologies with discussion as to why food preservation is a precise applied science in the home.

Computerized technology is further explored as students complete placemats and napkins using rotary cutters, sergers and computerized embroidery machines.

All laboratory experiences include reflection and discussion. Through these experiences, students become aware of how technology affects family life and women's lives in particular.

Student View

Our textbook authors, Cowan (1983) and Franklin (1999) discuss and analyse the impact of technology on the home and families. As a student in the class I am reminded that technology is not just an electrical or a "high tech" artifact. Technology extends even beyond the "know-how" of how to manufacture or use the technology, to a complicated system of interactions with the total environment.

Through the class, assignments and laboratory exercises we investigate, analyse and discuss technologies and we learn to ask the questions "Easier for whom? Faster for whom? Under what conditions? Whose benefits? and Whose costs?" It is through this learning and questioning we are encouraged to challenge our views regarding the definition and boundaries of technology.

The Family and Technology course has reinforced my understanding of helping people and it reminds me that what is quick and fast may not necessarily be efficient and effective. Through a similar process of investigation, analysis and discussion with our students it is hoped that as future educators we can make our students wiser consumers in today's society.

Summary

While home economics teachers have always been involved in educating about technology, technology education itself is a new area of study: "Educationalists are only now beginning to understand how best to develop programs in this area, and how to effectively work with children to develop their technological capacities" (Fleer & Jane, 1999, p. V).

It is our sincere hope that classes such as the Family and Technology class will enable our future teachers to do just this. As we move more directly into this area, we must keep balance in mind. As Collins pointed out in 1987 "individuals and society as a whole must find ways to balance the old with the new - - the high-tech with the soft-touch - - as we rush into the future" (p.11).

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Pre-service Teachers' Experiences With Integrating Technology in Secondary Home Economics Curriculum

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Although pre-service teachers take general instructional technology courses as part of their teacher education program, it is becoming increasingly necessary to incorporate content specific technology experiences in preparing teachers to become confident users of the diversity of computer applications available to today's learners. It is also important to recognize the need to work with teachers to help them meet the basic minimum National Education Technology Standards (NETS) for educators and learners established by the International Society for Technology in Education (ISTE). Experiences from a course in integrating technology in home economics education indicated that technological applications can enhance pre-service teacher's abilities to conceptualize and create learning activities and assessments that strengthen the critical science perspective in teaching and learning home economics. This paper reports insight gained from a single class experience of working with pre-service teachers to incorporate technology into teaching and learning of secondary home economics.

Background

How can we integrate technology skills into the curriculum to enable pre-service teachers to achieve universally recognized technology standards and create valuable teaching resources that aligns technology standards and **content area** outcomes? This was the overarching question asked in a pioneer course developed one year earlier than the project discussed in this paper that aimed at helping teachers integrate technology in secondary home economics curriculum. Although a number of teacher education programs are proactive in preparing teachers to integrate technology to support pedagogy and learning, (Duhaney, 2001), most experiences with technology are focused on a single course of learning to "use" technology rather than learning how to "facilitate" learning with technology (Grabe and Grabe, 2001). In a recent position paper for technology integration in teacher education programs, Thompson, Bull, and Willis (2002) note that restricting technology experiences to a single course or to a single area in teacher education such as a methods course will not prepare students to be technology-using teachers (pg. 1). They propose three basic principles in which technology could be integrated into teacher education programs:

- First, that technology should be infused into the entire teacher education program where student teachers are provided opportunities throughout their program to learn about, learn with, and learn to incorporate technology into their own teaching;
- Second, that technology should be introduced in context whereby student teachers learn many uses of technology as they are integrated in their coursework and field experiences; and
- Third, that student teachers should experience innovative technology-supported learning environments by observing educators using technology to support traditional forms of learning and using multi media to support new, innovative, and creative forms of teaching and learning. (pg 1-2)

This approach to technology integration is supported by Jacobsen, Clifford, and Friesen (2002) who argue that teachers should be provided opportunities to routinely encounter effective infusion of technology in the normal course of their learning at the university and in their practicum placements in schools. Although they point out that learning *how to teach* and learning in *new ways* with technology requires imagination, intellect, creativity, and no small courage, pre-service teachers need to be given ample opportunities to *play* with technology while in their teacher education program in order to become creative and overcome the fears normally associated with learning new technologies. The confidence to continually integrate technology can also be achieved if pre-service teachers are regularly exposed to and expected to learn with technology by observing model examples from their educators. Such an exposure through a number of courses and experiences will increase their capacity to positively integrate **available educational** technologies in teaching and learning (Wang and Holthaus, 1999).

The shift from learning technology in isolation to focusing on technology as a tool that supports learning in teacher education programs is becoming increasingly popular as more educators advocate for

technology integration in the content areas (Hargrave and Hsu, 2000; Jerald and Orlofsky, 1999; Wang and Holthaus, 1999). Although it is not feasible for educators to facilitate learning with technology without knowing *how* to use technology, it is critical for teacher educators to help teachers learn to focus on how technology can be used in the classroom to promote higher order thinking skills that allows learners to critically analyze, question, interpret, and solve problems of everyday life (Grabe and Grabe, 2001; Jonassen, 2001; Roblyer and Edwards, 2002). This critical sciences approach to curriculum conceptualization, development and delivery assumes that learners are proactive in constructing their own knowledge based on lived experiences as allowed into the teaching and learning contexts. Technology provides another venue for introducing these lived and sometimes silenced experiences into the teaching and learning environments. Teachers should therefore be prepared to use emerging technologies to construct, organize, represent and share knowledge in real life authentic contexts (Vrasidas and McIsaac, 2001).

Given the rapid pace of technological change, it is difficult to envision a scenario where pre-service teachers have mastered use of the most current technological tools available in today's classrooms. As such, teachers should be enabled to become continuous learners through professional development opportunities in addition to less formal ways of expanding their knowledge (such as trial and error). The conceptualization, development, and implementation of the course HMED 414: Integrating technology in secondary home economics in the Faculty of Education at the University of British Columbia supports current initiatives in pre-service teacher preparation to promote integration of technology within the content area.

Course Development and Instruction

This reflection reports experiences of one course taught to a group of pre-service and in service teachers at the University of British Columbia, July 2-19, 2002. A total of sixteen students were enrolled in the intensive two and a half hour course a day for three weeks. This was the second offering of this course and plenty of information was available to help shape its development. Sources included the results of a survey carried out for all undergraduate students in the Faculty of Education identifying the comfort levels of students with a variety of computer tasks and skills; a detailed syllabus from the same course offered in summer 2001; an action research paper of student and instructor experiences with the course in 2001; student evaluation comments; a portfolio with students projects and instructor notes; and personal insights from Dr. Linda Peterat and Mary Leah de Zwart, who were involved in teaching and researching the course in 2001. In addition to these insights, we had results of a pre-instructional needs assessment of students' confidence level with the following applications: Hyper Studio, Publisher, Advanced features of PowerPoint and Word, Excel, Acrobat Distiller, Access, Photoshop, Inspiration and Web editing applications. All these resources provided a rich overview to how the course had been envisioned, its overall purpose, and insights to what had worked, what students had learned, and the challenges and the benefits of the course as perceived by the learners after assuming teaching responsibilities in schools.

Although it was recognized that students would come into the program with increasing exposure and access to technology and have different strengths each year, this group of students was assumed to be similar to the previous group. The pre-assessment survey indicated that most of the students had minimal skills with the previously listed applications. Although the main purpose of the course remained the same (enhancing technology skills relevant to the teaching of home economics in a critical science perspective), a slight restructuring was required in order to respond to the insights gained from the experiences of the previous offering. In addition, a new section was included to provide students with opportunities to read the literature on technology integration to foster an understanding of the pedagogical underpinnings for the use of each computer application in teaching and learning of home economics.

This course was taught by one instructor (Leah) and a graduate student (Mary Leah) who supported each other in the development and delivery of the course. Leah did most of the instruction, and Mary Leah observed, took notes, and provided constructive feedback on the strengths and challenges of the course with the intent of improving instruction. We deliberated before and after each session. Mary Leah had more insights to each students' background, having worked with all of them in the methods course, and had supervised three of them during their practicum in the spring semester. Both helped students to conceptualize their projects and with the hands on experiences with technology.

Process

The main purpose of the HMED 414 was to enhance pre service home economics teacher's technology skills in addition to encouraging them to appreciate and utilize the diversity of applications available to today's learners. In addition, we wanted to encourage the learners to maximize available technological tools to create meaningful learning activities for their students through the linking of technology standards to the provincially-prescribed learning outcomes in British Columbia. Because technology integration is quite broad as a field of study and the tools available in today's classrooms vary from school to school, the use of the recognized and universal ISTE standards provides a basic framework for working towards meaningful, systematic, and developmentally appropriate integration efforts.

As we planned for the course, we recognized that pre-service teachers were going to be working in diverse contexts, and hence encouraged the students to develop learning activities cognizant of the realities of their own classrooms and personal access to technological tools in their settings. By developing projects for a specific audience and a specific classroom, the learners were able to create learning activities that could be used after the course. Unlike technology skills based courses taught in isolation of a content area, students in this course focused on developing learning activities for secondary home economics curriculum.

We therefore started the course by asking students to describe in detail the context in which they were most likely to work (the learners, the home economics classroom, the computer labs, and the access to technology in the school). We wanted the students to develop technology-enhanced lessons that recognized the current realities of the schools in which they would work and the kinds of students with whom they would be working. By understanding the context in which they would work, the students would be able to develop useful and realistic technology-enhanced learning activities that would be learner-appropriate. By carefully setting the stage, the teachers would be better able to understand the specific challenges of their learners. Many technology integration courses teach software applications that students might never use. Even though the students' computer self-efficacy might increase, students sometimes are unmotivated to make the effort to use what they have developed because of the mismatch between technologies in teacher education programs and the reality of the school setting. We tried to bridge this gap.

Students were also introduced to the ISTE standards for both teachers and learners and the Prescribed Learning Outcomes (standards for secondary home economics curriculum in British Columbia with which most of the students were already familiar). The six technology standards for learners identified by the ISTE society as being critical in helping learners use technology include:

1. basic operations and concepts
2. social ethical and human issues related to use of technology in learning
3. technology as productivity tools
4. technology as communication tools
5. technology as research tools, and
6. technology for problem solving and decision making (ISTE, 2002).

Although the course focused on incorporating technology standards for learners in developing learning activities, technology standards for teachers were also discussed.

After describing their teaching contexts, students were asked to select a single topic to use in developing technology-enhanced learning activities for each application to be taught. This enabled students to focus on how different applications focus on different ways of learning. Lesson plans were developed to include learning activities that fostered the use of technology in completing the lesson. The learners found it challenging to conceptualize a topic that would lend itself to different applications they were yet to learn. In the end, the selection of a single topic saved the students considerable time and energy usually spent moving from topic to topic. In addition, this approach enabled the students to appreciate fully the capabilities of each application by clarifying the expectations of the learners for each lesson activity. At the end of each sub-topic, students wrote an in-depth reflection on the benefits and challenges of each application in the teaching of home economics. The basic applications that we used included desktop publishing (Word or Publisher), spreadsheet (Excel), Multimedia (PowerPoint) and Communication (Internet). Students could integrate other applications such as Photoshop, Inspiration, Acrobat Distiller, as their skills permitted. However, the focus remained on using what was mostly available in their individual classroom situations.

The tasks assigned to student teachers required minimal experience with technology as learning tools. A brief demonstration and discussion was given on how each tool can be used to enhance learning after which students were asked to construct a creative activity for their learners using this particular computer tool. In addition, the student teachers were asked to create an evaluation rubric for assessing that their learners used the tool to complete the assignment.

Focusing on one topic and creating multiple activities using various applications provided student teachers unlimited opportunities to learn how to design and evaluate challenging and authentic tasks. In addition, writing reflections on the use of each tool further enhanced their ability to focus on using the tool to engage learners and promote creativity and critical thinking in home economics curriculum. It also gave them additional opportunities to explore current literature on the benefits of each application in teaching and learning.

Brief Overview of Student Projects

Each project completed in this course identified the applications required to complete the learning activities, the ISTE standards for learners to be achieved and the PLO's for Home Economics in BC. All the projects were developed using the following basic computer applications: desktop publishing, spreadsheets, presentation tools, and the Internet. Each project culminated in the development of a comprehensive WebQuest intended to promote learners critical thinking skills, support cooperative learning, encourage self assessment and enhance creativity and diversity. Three students opted to work individually, and the rest worked in groups of two to three. The final WebQuests covered all aspects of the home economics curriculum with the possible exception of clothing and textiles and include:

- Beverages: A Focus on Liquid Candy
- Breakfast: A Key to a Good Morning
- Exploring Food Guides
- Flour Mixtures around the World
- Genetically Modified Foods
- Healthy Food Choices: Fast
- International Foods: A Focus on Japan
- Sweat Shops
- Weddings

In the process of developing their projects, we observed that students worked collaboratively, exchanged ideas and tips and also shared their frustrations. The power of technology in promoting creativity, diversity, collaboration, and critical thinking among learners was demonstrated in this course. Each project was unique, challenging and represented how teachers can utilize available technological tools to improve instruction in the teaching and learning of home economics within a critical science perspective.

Post Instruction Follow-up

Three of the sixteen participants in the summer course offered to provide further information on their continuing efforts to integrate technology in teaching home economics in secondary schools. Annie Kwong, Carrie Dunn and Denise Nembhard, all teaching in the Vancouver area, provided insights through an open-ended interview with Mary Leah de Zwart, graduate assistant in the course. In the summer course, students were introduced to the ISTE standards for learners and encouraged to incorporate them in developing technology enhanced lesson activities for learners. The interview was guided by the following broad areas:

- Use of the ISTE standards for learners
- Using technology to assess learning
- Challenges to technology integration efforts
- Professional development efforts
- Comments about the summer course

Personal Reflections: Denise

Denise was in her sixth year teaching secondary home economics in a large secondary school in Coquitlam School District, a suburb of Vancouver.

Technology standards.

Denise frequently considered technology standards in planning computer-based learning activities for her students. Although her students are proficient with basic operations and computer concepts, she thought they needed to develop more skills in using technology as research tools and adhering to ethical and responsible use of technology especially with regard to plagiarism. She pointed out that her students sometimes plagiarize because it was convenient, not because they wanted to break a rule: "They just don't know exactly how to write things in their own words and find it easy to just cut and paste". She suggested setting up learning activities that foster critical thinking to give students the opportunity to show their thinking rather than just regurgitating information found on the internet.

Denise also identified the use of communication and productivity tools and believes that using presentation software such as PowerPoint, as well as appealing to visual learners, also fostered confidence among students who have trouble talking in front of groups. A course she teaches called Fashion Merchandising lends itself well to visual learning and helps learners to prepare for the real world of work where they are expected to give visually appealing presentations on their new lines. Denise also utilized productivity tools to reformat her worksheets by using different fonts and changing the size of things to make them more readable: "If anything, my worksheets look cute, they look fun, they look like something you want to look at rather than just a whole bunch of jumbled words on a page". Although her students were not utilizing all the technology standards, Denise had advanced her thinking of how to utilize the standards to guide her integration efforts.

Webquests and assessment.

Denise noted that although her students did quite a bit of self-evaluation and reflection, they did not need technology to do this. She was struggling with envisioning how technology can help learners to do some self-reflection in a better way than the traditional route. Asked if use of WebQuests provided opportunities for learners to do some self-assessment, she noted that the inclusion of rubrics as part of a Webquest helped learners to set higher goals. She saw herself using Webquests more in her classroom once she figured out the how to use the "shared folder" that allows her students access to the project. She agreed that although it takes a lot of time to set up a Webquest, it has great potential for teaching home economics:

If we were looking at various forms of families around the world, I can see a Webquest lending itself quite nicely. I can see if we were looking at sexual decision-making or contraception or even the marriage project. I'm already thinking how am I going to adapt that one because that's what I want to do to focus on different types of marriages and ceremonies and cultural celebrations rather than "Let's plan a wedding!" I always like to be more global.

To Denise, Webquests are good for expanding students thinking and as long as teachers identify good resources that allows learners to take their own "spin" and make their own interpretations. She also adds that because quests are done in groups, results of the projects are usually much richer in text and content with each group providing different views to the same topic supporting Dodge's (1995) assertions that WebQuests promote information problem solving, critical thinking, information processing, reflection, and provides opportunities for collaborative learning.

Role of technology in home economics.

Denise sees technology having the potential to support the critical science perspective in that students are encouraged to delve in deeper or think. "I was saying that CHEA has stated that home economics allows students to look at possible alternatives and look at things from different angles. I think technology can allow students to do that. I don't want to say in a better way but in a different way, but provides an alternative route to look at different angles and possible options that they may not have had access to without the technology."

Challenge.

Denise identified three major issues: first, access to computers and an LCD projector in her classroom; second, lack of current programs and incompatibility of old and newer versions of programs; and third, lack of a dedicated home economics computer classroom where students can have access to computers and other technologies without interruptions. She recognized that these issues required administrative support and were likely to be addressed with time and availability of financial resources.

Professional development.

Since the summer course, Denise had not had an opportunity to take a formal professional development course. She had been doing a fair amount of trial-and-error types of learning, and searching

for things from the Internet. She also acknowledged the contributions of her students in sharing new technology tips, a common phenomenon in today's classrooms (Jonassen, 2001), where, as a result of the fast paced changes in educational technology, teachers have to continually learn along with their students.

Summer Course.

Denise explained that the summer course enabled her to think in a new way about the role of technology in teaching home economics. "It has given me that chance to think about how I can do this in a different way or if there was a way that I can incorporate something in here, if I can use computers for this one..." As part of the summer course, she developed an electronic teaching portfolio and believes the experience will help her in future, as the Ministry of Education now requires teachers to develop a teaching portfolio. She pointed out that portfolios lend themselves well to fashion merchandising and she will be exploring ways to incorporate an electronic component in the future. In the summer course, she liked the idea of focusing on basic software applications that were readily accessible in schools and the idea of using her previous work to develop technology enhanced lesson activities.

Personal Reflections: Annie

Annie was in the last week of completing a temporary contract at a lower-to-middle-class secondary school in Vancouver. The school has 1900 students and is about forty years old. This was Annie's third year at the school, and third year after she completed her teacher training. She will be moving to another secondary school at the beginning of January 2003. At her current position, she taught only cafeteria courses, but at her next school, she will do a range of home economics subjects from foods to family studies. Although she had not been teaching regular home economics classes, she considered the ISTE standards of basic operations/concepts and social, ethical and human issues to be important. Regarding use of technology to support students' self assessment, she pointed out that her current class did not lend itself well to use of computers. She explained that the cafeteria program is for learners who are not academic and who thus rely on other courses to provide the technology aspect of learning. She therefore did not have comments on the use of WebQuests nor use of technology to encourage students' self-assessment.

Role of technology in home economics.

Annie pointed out that technology is changing how teachers provide instruction in addition to providing more learning options for students who have access to computers at home. "With most children having computer and Internet access at home, it is possible for a teacher not to accept the old excuses that information was not found on a particular topic." In a project she developed for the summer course, Annie and her teammates incorporated a section on the teacher's objectives that provides parents an opportunity to know what the student is working on. She found that technology has the potential to enhance the teaching of home economics, for example.

...if we're doing a profile on two family members, a student can bring in a picture and do a little power point about them. They show them off! "This is my mom and this is what she does" just to introduce, and everyone gets to know each other and learn about their families.

In her next school, Annie will teach PowerPoint in a high-tech lab that is parent-funded. She already had many ideas of how to utilize technology tools available in this lab to enrich a tourism course that she will be teaching. On a broader perspective, she believed that technology not only enhances the teaching of home economics in a critical science perspective, but that technology-using students will have more confidence to work with technology tools in the real world of work.

Challenges.

Annie did not have access to a laptop nor an LCD projector. To her, it's all about lack of equipment and funding. She also identified the digital divide as a big challenge when working with learners who have access to technology at home verses those who do not. She acknowledged the difficulty of working and making accommodations for learners who come to class with a vast spectrum of skills and require more challenging tasks than those with limited technology skills. On a personal level, she experienced this problem in the summer course having come to class with a higher level of technology confidence than most of the students.

Professional development.

Since the summer course, Annie learned to use a grade management application, *Integrate*, in addition to a lot of trial and error learning. She enjoyed this method of professional growth because it allows her to explore new applications. "I always tell people that it's really hard to break a computer. You just kind of figure it out. And you read the manual, use the help on it."

Summer course.

Annie found the class to be a classic example of the problems that teachers face in planning technology enhanced lesson activities for learners with different levels of technology skills. "You've got your learner here who doesn't know anything about computers or barely anything, and is fearful, and then you have someone like myself who's saying "I can't believe we're spending time doing this!" She would have liked more experiences with sophisticated software like developing an interactive web page, a movie, and exposure to current digital technologies, but in general she found it a good course.

Personal Reflections: Carrie

Carrie was completing a four-month contract in a seven-year old school located in a middle-class suburb area in the outskirts of the Greater Vancouver area. The school has a student population of 1200. This was her first job after graduating from the teacher education program. Carrie had not had much opportunity to integrate as much technology as she would have liked because she was a teacher on call this semester and as such, did not have the liberty to make major changes in the course. She did provide insights into her current experiences and future plans with using technology in her teaching.

Technology standards.

Carrie saw the potential of using the ISTE standards to guide technology integration in home economics. In her TAC [textile arts and crafts] for example, using digitizing embroidery machines or similar technologies would allow students to download designs from the Internet and use them to make designs. In Family [Family Studies], she envisioned her students using technology productivity tools to respond to a WebQuest, or make Powerpoint presentations; and technology research tools to locate and evaluate the information sources. She noted that one however might need a whole unit on just how to evaluate information sources, which would cover the standards on using technology for problem solving and decision-making. Although she was not currently utilizing various technology tools, she planned to integrate the standards when planning lessons for her own classroom in the future.

WebQuests and assessment.

Carrie pointed out that although WebQuests take a lot of time to develop, they are useful as lessons or units. However, they need to be created and posted on the Internet for students to access at school or at home. She would use WebQuests in Foods, and cited an example of one she developed in the summer class that focused on Genetically Modified Foods. She would however like to have them completed in one block of time to avoid issues of access to the project outside computer lab hours or at home. To her, technology has the potential to support learning but it boils down to access!

Challenges.

In Carrie's current school, only one computer is available per class, intended for teachers to use to take attendance. She identified a number of challenges limiting a teacher's ability to integrate technology in teaching home economics. To her, time was one of the greatest challenges to technology integration efforts: time to research, surf, explore, develop WebQuests, update websites, etc., all in addition to planning enough time for students to work on the computers to complete projects. She also identified the lack of financial resources to acquire the necessary technology hardware and software for her course. Although Carrie did not have much leeway to make major changes, and the principal of her secondary school approved of incorporating technology, it would have meant requesting certain types of computer software or computer add-ons to one of the sewing machines. Even though the school had an embroidery machine, the department did not have the necessary computer tools to download designs. Asked if the reason resources were not available because it was for a home economics class, Carrie saw the situation two ways. First consideration was the financial priorities in the school: "Is it a priority for someone to learn how to download an image off the machine in order to embroider it onto a pocket or is it a priority to get something in the Tech Ed wing?" To her, it's whoever makes a better case. Second, teachers may become overly comfortable with their teaching strategies and therefore not see the need to move outside the box: "Some of it is that programs are set up and they've worked well so far so there's probably not a need to change them." It has been argued that educators are not eager to replace familiar strategies, techniques, and methods of instruction that they have learned over several years and that have worked successfully. For educators to integrate technology into their teaching and learning environments, they need to believe that using technology is more efficient and effective than their familiar methodologies (Hope, 1998; Kagima and Hausafus, 2001; Simonson and Thompson, 1997).

In a pen pal email project Carrie introduced into her teaching, she encountered various issues ranging from email account issues (hotmail vs. school accounts), parental concerns regarding children communicating with strangers, access to computers outside the lab hours or at home, to keeping students interested when there were delays in responses to their emails. Amidst the challenges, Carrie believes that technology is important in home economics even though teachers do not get enough of it. She cited an example of recurring challenges that teachers encounter when trying to integrate technology:

Having the equipment to deliver a presentation is different and I don't have a laptop. So if you're going from classroom to classroom you're going to have to be able to have that equipment set up ahead of time or have the equipment at your disposal. The school has computers for kids. I think that's pretty good. There's other technology, not just computers. Digital cameras would be great. The tech department does have a film and digital camera department but the students can't go and access that equipment, it would only be the students taking that course that could come. As long as the students I have are in some way learning how to use that camera.

Carrie also identified the human issues related to use of technology including maintaining students' attention when they are tuned into what's happening on the computer screen "whether it's Internet, chat lines, whatever the case may be." In general, the lack of access to technology in the classroom, lack of financial resources to purchase software and hardware, the lack of flexibility to change the course she was teaching and the lack of time to develop technology enhanced lesson activities seemed to be critical areas of concern.

Role of technology in home economics.

Carrie saw technology as having a huge role in the curriculum as well as updating the home economics image. In her opinion, technology enhanced the teaching of home economics and supported the critical sciences perspective. For example, textiles could move beyond just being project-based to include broader issues "whether it's about the globalization affects, sweatshops or about C.A.D. [computer assisted drafting] or design." However, she is cautious on issues related to time needed to make changes and to diversify ones thinking to incorporate different things.

Professional development.

Carrie was involved in the LSA [Local Specialist Association of Home Economics teachers] which had an opportunity to review the projects of the summer course. She also attended a workshop in August 2002 on web site development but the focus turned out to be critiquing web pages than actually learning to create a web site. However, she will be editing the THESA [Teachers of Home Economics Specialist Association] web site while taking a hands-on training with someone who develops web pages for a career and for a living. Like Annie and Denise, Carrie also learned by trial and error "I just play. If it's a program, you just click on this, and if that doesn't work, click on that. So it's just trial and error." She would like to see more input from the Local Teachers' Association in providing more professional development in this area. To her, it seems the focus has been on literacy and numeracy with the underlying assumption that teachers already know to integrate emerging technology in teaching or that they can learn on their own through self study.

Summer course.

Carrie thought the summer course was good and that she got a lot out of it. She liked the time that students spend working at their own pace. She would like to see more hands-on activities channeled to home economics-based curriculum. She liked working on the WebQuest, but would have liked to do more updating with new software and exploring applications her school could use, such as identifying an interface for downloading designs to embroidery machines. She found the course rather subject-specific, "whether it's all about the different technologies you can use in foods, technologies in textiles, for family I don't know" and wondered how to provide a variety of experiences and more details within the three week course time frame.

Discussion

The main purpose of this reflection was to gain insights to pre-service teachers' experiences with efforts to integrate technology in teaching and learning of secondary home economics. Post instruction follow up interviews with three teachers provided insights in the following areas: use of ISTE standards as a framework to guide technology integration, challenges to technology integration, lack of opportunities to integrate technology, and need for content based technology courses in the teacher education program.

Using Technology Standards in Planning Learning Activities

All three teachers recognized the role of using technology standards as a guide to integrating technology in teaching home economics. Denise and Carrie made most use of the standards for ethical use of computing and also found that their students had mastered the first standard on basic computer applications. In their discussions, they made reference to a lesson covered in the summer course on effective searching and evaluating websites to determine the credibility of information sources. All three teachers seemed to be in agreement that the standards were important as they provided a good and simple framework for integrating technology in home economics curriculum.

Challenges to Technology Integration Efforts

Lack of access to technology in the classroom was identified as a major barrier to helping teachers incorporate technology related activities in teaching and learning. Although the three schools had computer labs, the home economics classrooms did not have access to a computer dedicated to instructional activities. Also identified were lack of projectors - such that if a teacher made an effort to bring his/her own laptop, there was difficulty in getting an LCD projector. One teacher described a culture of ownership where certain pieces of technology belonged to certain teachers or departments in the schools, although all were purchased with school funds. In ideal situations, the technology coordinator at a school would be responsible for providing such equipment if they were not already available in each classroom. Time was also identified as a critical issue - time for teachers to update their skills, to surf the Internet for teaching resources, and to plan technology enhanced lesson activities for learners. In addition, access to technology for both students and teachers at school and at home; professional development opportunities; financial resources to acquire software and hardware; and teachers' abilities and patience to explore alternative instructional strategies continues to create barriers to technology integration efforts. These concerns have been identified in existing literature on issues related to technology integration efforts (Kagima and Hausafus, 2001; Leggett and Persichitte, 1998).

Lack of Opportunity

Two teachers identified a lack of opportunity to use technology in their teaching. One teacher for example identified the cafeteria course she was teaching as not lending itself to integration of technology. The other teacher was not teaching full time and did not have much leeway to change the course in which she was substituting. In the cafeteria course, the issue of time and the non-academic focus of the course seemed to be a barrier to having students use technology. However, use of technology in this course could take a different approach such as focusing on the standards on productivity. For example, students can develop brochures for the menu, create a website for advertising the day's / week's menu, use spreadsheets to keep records and make projections among others. Despite cafeteria being considered a non-academic course, it still provided unlimited opportunities to integrate available technological tools to support learning. For the textiles course that required an interface to download designs, financial resources seemed to be the critical issue and the teacher had explored a variety of options in order to integrate some technology into the course to provide more interesting learning opportunities for her learners.

Content-based Technology Courses

Experiences from the three teachers provide insights on the need to provide more hands on technology experiences to pre-service and in-service teachers. In addition, more skills based exposure to current programs such as developing interactive websites, using digital movies, developing electronic portfolios and newer applications would be more beneficial for teachers transitioning into today's classrooms. The teachers suggest that the HMED 414 course be restructured to accommodate the needs of those learners who come into the course with advanced computer experiences by providing them opportunities to integrate other applications in their projects.

Conclusion and Recommendations

Imperative to successful integration of technology in teaching and learning is the ability of the teachers to link curriculum in content area with teaching that uses available technological tools to support students' higher order thinking. Experiences from this course allowed learners to develop technology enhanced learning activities with consideration of the context, i.e. access to computers in the classroom;

connectivity to the Internet, students' technology abilities; access to software among others. This helped students to plan realistic lessons incorporating the ISTE standards for learners as a framework to guide their integration efforts. An awareness of the ISTE standards for teachers enabled pre-service and in-service teachers to feel more confident that they had met certain requirements that have been recognized globally.

Post instruction interviews indicate that teachers lack the resources to enable them foster the use of technology in their classrooms. Unlike the United States where the program "Preparing Tomorrow's Teachers to Use Technology" supported by the Department of Education has enabled many schools to benefit from the resources that promote professional development, mentoring programs, software acquisition among other programs, British Columbia seems to be negligent in allocating more resources to this critical area. More collaboration between the teacher education programs and schools also needs to be encouraged to enable teachers to and benefit from the resources available in the university. In addition, pre-service teachers should be encouraged to write grant proposals to support technology integration in schools. As well, professional associations should provide professional development opportunities and small grants to encourage the use of technology in teaching and learning.

We strongly commend the visionary leadership of Dr. Linda Peterat, the Home Economics Program chair at the University of British Columbia in creating this course for pre-service teachers in home economics education. Such a course helps teachers focus on integrating technology in home economics curriculum hence fulfilling the recent moves to teach technology within the content area (Thompson et al. 2002). This approach allowed us to utilize technology to support current curriculum approaches in teaching and learning of secondary home economics.

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Daughters of the Pioneers: Braving a New Frontier in Cyberspace.

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The Sculptor and A Question

Most of us know the story of the boy who watched the sculptor hammer and chisel on a large block of marble. Returning a few weeks later the boy was surprised to see a great and powerful lion sitting where the marble had stood. He asked the sculptor, How did you know there was a lion in the marble? (Nouwen, 1979).

This story illustrates the experience of home economics educators as we continually ask ourselves, How do we know the worth and uniqueness of our marginalized school subject in the midst of criticism and doubt from inside and outside our profession?

The art of sculpturing is the art of seeing, and discipline in our task is the way to make visible what has been seen. In the area of Information Technologies we have a vision just as our pioneer mothers had a vision as they pushed towards new frontiers in home economics education. Linda Peterat and Mary Leah DeZwart (1995) have written about the vision and work of pioneer women such as Adelaide Hoodless, Fannie Twiss, Mary A. Clarke and Ruth Binnie in various articles and in their book, *An Education for Women: The Founding of Home Economics Education in Canadian Public Schools*.

Today we are pushing towards a new frontier in cyberspace, offering on-line graduate courses through a recently completed partnership agreement between the University of British Columbia and the University of Western Ontario. This paper offers a glimpse of the limits of the current frontier that gave rise to the call to be trailblazers and recounts to date this challenging, rewarding and promising journey from vision to disciplined tasks in braving a new frontier in cyberspace.

The Limits of the Current Frontier

It used to be that students entering a home economics/family studies teaching option had a comprehensive or generalist degree in home economics. For many years now, students entering home economics/family studies teacher education programs have only one or two areas of specialty out of the five recommended in Ontario (nutrition, textile studies, child and family studies, resources management and housing). These students are unable to build a comprehensive program, as the needed courses are often not offered at the undergraduate level in home economics and human ecology programs. With the increased need for home economics/family studies teachers, students apply to and are accepted into our teacher education programs with a background of courses in such programs as: **History:** Gender in North American History, History of Women and the Family, **Physical and Health Education:** Basic Human Nutrition, **Psychology:** Childhood/Adolescent Psychology and Mental Health and Psychological Development in Old Age, **Sociology:** Sociology of the Family and others. These students have graduated from a university program that is not grounded in nor provides background in the tradition, philosophy and practice of home economics/family studies education.

At the University of British Columbia, students enter the teacher education program having completed either a family studies or human ecology program at the University of British Columbia or a Bachelor of Applied Design at Kwantlen University College. Which ever program they follow, they must have 30 senior credits in family studies and either or both of food studies and textile studies. While this is a flexible requirement that allows more students to enter the teacher education program, it requires that teachers continue to prepare themselves for teaching in all areas of home economics in the schools.

Today in Ontario, family studies teachers have added concerns of a different type than the past images of *stitching and stirring* to contend with. They face curriculum gridlock with many new courses offered and too few places for students to elect them in their program. Budget cuts demand students pay a fee for supplies for their courses. Administrative quagmires allow family studies courses to be taught by teachers who may not have any course background in family studies education. Ontario is not unique with these concerns.

To maintain the integrity of a non-compulsory yet comprehensive program like family studies/home economics at the secondary level we need to be able to offer graduate courses that can provide both depth and background in the philosophy, research, curriculum theory, and practice of home economics for those teachers who for one reason or another do not have this background. What are possibilities for reaching these teachers? Our vision is through on-line graduate courses.

Opening A New Frontier in Cyberspace

There are an estimated 10,000 teachers of family studies/home economics across the country with unmet needs for continuing education because of distance, lack of available programs, and inability to access on-site education opportunities. Since provincial ministries of education have had funding initiatives in recent years to increase the availability of computers in schools, we expect that most teachers now have access to computers in their workplace and many also at home. In light of the above we wondered how we might facilitate access to professional in-service at the graduate level. Thus began the groundwork for the Partnership initiative. In Spring 2001 we prepared a grant application to New Practices in Learning Technologies titled *Expanding Access to Professional In-Service for Family Studies Education*. Although we did not receive funding, the grant proposal served to further introduce us to the literature and language of distance education and commit us to the Partnership initiative. Previously we had both taught on-line courses through small initiatives at our universities. In fall 2001 we put forth a proposal for Initiating a Partnership between the Faculty of Education, at UBC and UWO for on-line graduate course delivery in home economics/family studies education.

The Proposal was to develop two on-line graduate level home economics/family studies education courses at each of UWO and UBC, and through a partnership agreement permit students enrolled in graduate programs at each university to enroll in each other's on-line courses. The courses are developed around the strengths of faculty members and programs in existence. Courses are scheduled on a rotational basis, at least once every two years, and enroll students in programs at both universities. The course offerings are being promoted across Canada initially and will eventually be linked to offerings available internationally. It is expected that on-line offerings will enhance the size of programs at each university.

In fall 2001 a Canadian Home Economics Association Foundation Grant was awarded for an extensive review of the research literature, and an assessment of the needs for potential on-line professional education for home economics/family studies educators across Canada. Response was limited yet positive.

Presentations from researching our small initiatives were given in spring 2002 in Toronto at the Conference of Canadian Association of Curriculum Studies (CSSE) as part of the panel: Challenges of Teaching and Learning Information Technologies. The central question for the papers was: What happens when we attempt to balance what we understand/believe to be good practice in teaching and learning our subjects with the push to implement our courses through distance education formats?

Annabelle-- My Affair With On-line Teaching: The Details

This paper recounts my affair with on-line teaching and reports on the responses of thirteen women who shared the realities, challenges, and supports they experienced during the Additional Qualification on-line course. <http://publish.edu.uwo.ca/annabelle.dryden/RecentPapers>

Linda -- Introducing Information Technologies to enhance Secondary Instruction in Home Economics

Linda writes about her action research inquiry during her summer course, Integrating Information Technologies into Home Economics Curriculum. http://www.cust.educ.ubc.ca/programs/_hmed/RecentPapers.htm

In summer 2002 Annabelle presented a paper at the Canadian Home Economics Association conference- *Cleaning the Mouse: Re-visiting the Good Wife's Guide*

Annabelle explored the questions, What is the experience like for wives and/or mothers today who participate in on-line education courses? What are the opportunities created for these women and their families? What are the challenges faced by these women and their families? What motivates these women to participate in on-line education courses? In what ways might an on-line education course change a woman's place in the home?

In fall 2002, the first UBC course, *Autobiography, Educational Contexts, and Transformative Pedagogies*, an examination of the histories and philosophies of home economics and family studies education in Canada, was offered. Also in fall 2002, with an Internal Research and Development grant from The University of Western Ontario to support a graduate assistant, the design and development of the first UWO course *Research Perspectives In Family Studies/Home Economics Education* began. It is currently being taught. Course information pamphlets are available to share with potential students. Course outlines and courses in their on-line format are available to view.

http://www.ocpe.educ.ubc.ca/gradcourses/home_ec_gradcourses.html

Life in the New Frontier

There are many challenges in our experience with Information Technologies and on-line teaching. At the teaching level we have learned the technology and the on-line format. We have not simply put our existing courses on-line. We have designed and developed our courses as *on-line courses*. We wanted to avoid teaching *courses on-line*, as our aim is to teach *on-line courses* using the full potential of on-line formats. Creating and launching our courses on-line has involved researching the literature and resources available on-line and from the library, designing the course: rationale, expectations, topics, readings, evaluation and then putting the course into the on-line format, UBC-Web CT and UWO-E Campus. We have been surprised and at times overwhelmed with the amount of time that is involved. Coming to grips with the subtle seduction that is part of on-line teaching is a lesson learned over and over.

Pedagogically some important questions to ponder are: How do we accommodate the different learning styles and preferences? How do we maintain the distance yet the closeness required for *connected* teaching and learning? In both courses we are seeking feedback on our courses towards improvement. We are asking students to respond to survey questions about the content of the course, the format, the readings and the assignments.

At our faculties of education we are a subject area with small enrollments in graduate programs. Budget constraints at universities means that graduate courses commonly cannot be offered with fewer than ten students enrolled. It is usually impossible to enroll ten graduate students in a family studies/home economics graduate course at any one university. But the only hope we may have left in small areas is to co-operate among universities such as in this initiative to link graduate students across Canada. What potential and what hope! On-line courses are a way to survive even with small numbers!

However, there are issues to be dealt with on this new frontier. We live on an on-going basis with the rivalry and different status between subject areas and the stereotyped and uninformed perceptions others have of home economics/family studies. Within our faculties, there are status and recognition issues within and between departments. Which programs should get the scarce resources, promotion and recognition? Often the ones considered to be the priority subject areas are selected, leaving the marginal subject areas to be further marginalized. While politeness may do us in, being pushy may get us in.

If we could have a cohort group of five to ten home economics/family studies graduate students at each of our universities, we can guarantee numbers, which guarantees money, and can guarantee on-going course offerings. We have been frustrated with the time it has taken for the partnership agreement to cross-list courses and equalize payment between the universities, to be put in place. We still struggle with workload credit and how that is calculated. We have had to generate interest and gather students through advertising the courses in newsletters, journals and through associations and graduate programs. We know that we must continue to advertise and encourage students to enroll in graduate programs to generate momentum towards a strong, enduring and popular program. Finding the right support persons to help us work through this maze of issues and concerns continues to be crucial in assuring the success of the initiative.

Universities are interested in economic gain and status. It is easy to become caught in the rivalry between universities for courses that are well subscribed. As universities look to turning their practices into profit they are concerned with who is going to dominate in the on-line area. They are concerned with revenue generation based on quality. The status of the university influences and is influenced by the status and quality of subject areas. Good public relations and good ratings go far to distinguish the university. Universities want to promote the areas that are well subscribed, and provide good revenue generation. We can assist, be present, and lead the way. Although we are small in numbers, on-line studies are ideal for linking people around the world in small niche areas like home economics/family studies.

Rewards come in the accomplishment of finally getting it right using the technology, posting successfully, thinking and writing on-line, keeping up and keeping a sense of humor on-line. Making breakthroughs in the political process at the university and faculty levels are invigorating although somewhat difficult and not always polite. The academic and scholarly quality of students' comments on the readings, and of their questions and responses are promising and encouraging. Their reflections and insights reveal the depth and dedication they have in and for their practice and subject area. Their willingness to share their academic and personal experiences creates an alive and vibrant on-line and cross-country community.

Looking Forward into Cyberspace

Expected benefits and promises of on-line courses are that they will enable a strengthening and expansion of the small, specialized graduate study program areas of home economic/family studies. They will position UBC and UWO as the universities with national strength and leadership in these areas and enable links internationally to others offering on-line education in these areas. Increasingly on-line course offerings of required courses in programs and available electives will vastly increase accessibility for educators in rural and remote areas, and those (often women) who are unable to leave their home community for further study. Enhanced learning will be provided to students as they connect in courses with colleagues from across Canada and beyond, thus gaining a broader understanding of curriculum studies issues in a variety of contexts.

The Home Economics/Family Studies Teacher and An Answer

Returning to the question the boy asked the sculptor, 'How did you know there was a lion in the marble?' there is an answer. The sculptor answered, 'I knew there was a lion in the marble because before I saw the lion in the marble I saw him in my heart. The secret is that it was the lion in my heart that recognized the lion in the marble.' (Nouwen, 1979, p.103). Pioneers in home economics/family studies know the worth and uniqueness of our subject area because before we experienced it in our classrooms we experienced it in our hearts. It is the home economics in our hearts that recognizes the heart of home economics in everyday life in our classrooms. It is what is in our hearts that gives us the courage to continually brave new frontiers to insure the integrity, place, space and worth of home economics/family studies education in schools and in the hearts of others.

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Online Learning: My Perspective as a Student, Educator, and Home Economist

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Statement of Purpose

Online educational delivery systems are expanding at a rapid rate. Frequently, the decision to offer online programs is made without assessing factors that influence student success. The intent of this presentation is to stress sound use of online technologies from the perspective of a student, educator, and home economist.

Context

This presentation has been prepared from a personal perspective. Krall (1988) stresses the importance in education research of placing emphasis "upon the study of one's own personal history as a way of coming to understand the world." (p.467) Understanding personal and shared history is vital to educational practice. According to Cranton, "Interest in reflection can be traced back to Dewey (1933), who sparked the transition in our schools from memorization to learning how to think." (p. 190) Past experience shapes our practice, and as a result an overview of the author's background is outlined in this paper to assist the reader putting the content into context.

Home Economist: I graduated from the University of Saskatchewan in 1984 with a B.S.H.Ec. I thoroughly enjoyed my years in the College of Home Economics from an academic, social, and political perspective. I decided to take a year off after graduation to work at a ski resort. Amazingly, that year turned into seven years; and the food, financial, and personal management skills I developed at University assisted me in securing a position in hospitality management within six months. Eventually, I left the ski industry and operated my own restaurant for several years.

According to the Canadian Home Economics Association, "Home economics is concerned with all aspects of daily living including human development and relationships, financial and resource management, consumerism, foods and nutrition, clothing and textiles, housing and shelter, and aesthetics. Home economics brings together knowledge from its own research, the sciences and the arts and uses this knowledge to assist people in enhancing their daily lives." I found that during my years in hospitality industry management I was able to live this mission on a daily basis, but yet I wanted to do more.

Educator: My desire to work with people in a more formal setting led me back to University and I completed a B.Ed. in 1994. Working with students in home economics classrooms was exhilarating. Everyday I learned as much, if not more, from them as they did from me. I found that teaching was very closely aligned with the mission I had already embraced as a home economist. Wong and Tripi Wong (1991) state: "Teachers are not in private practice. We are in the helping and caring profession, a service profession to help people enhance the quality of their lives" (p.21).

Student: Teaching led me to the realization that I still have a lot to learn. My home economics classroom is a celebration of diversity. At many times, I do not feel adequately prepared for the broad range of learners I encounter in my classroom. Hence, I made the decision to return to school to work on a Master's degree. Family and financial obligations would not allow me to study full-time at a University away from the town where I work, so after considerable research I applied to the Master of Distance Education Program at Athabasca University. A simplified definition of distance education, adapted from the writings of both Keegan and Moore, is taking the instruction to the student through technology rather than taking the student to the instruction.

Being a distance student has deepened my understanding and appreciation of educational methodology. Society is changing. Appropriately, education is evolving. In an already diverse field, change brings about the need for clarification and discourse on relevant issues. I have noticed many similarities between distance education and home economics. The most prominent similarity for me has been the misconception of others about what these fields entail.

Pendergast (n.d.) contends: "that home economists have, for too long, been compliant in their positioning as a cultural practice in the margins of society." (p. 1) I have been explaining what home economics is to others for over twenty years, and found that when I enrolled in a Master's of Distance Education program I was now explaining to the skeptics that what I was doing was not a glorified correspondence course. Then, the World Wide Web became prominent in their lives.

Adult education theorists such as Knowles (1988) are concerned with recent trends in adult education. Knowles notes that:

Language is a funny thing. A word that originally had one meaning has come to have different meanings. So I myself don't feel very strongly about the terminology, because people will come to understand what you have to offer them by being exposed to it. (p. 5)

In addition, Shale (1988) comments that:

Several thousand years' effort at defining education has resulted in philosophers apparently giving up on the task. However, a definition of education is not essential if we can develop a sense of the process that education follows and have a general understanding of what we would want to have happen. (p.26)

It appears that distance educators and home economists both have concerns about terminology. Concern over social issues is also prominent in both distance education and home economics. According to Cross (1988), "Education, work, and leisure are part of everyone's life, no matter what their age." (p.12)

In addition, Lovett (1988) notes that: "The tradition of linking adult education to movements for social change is re-emerging as adult educators grapple with the social, economic, political and moral issues facing people in a complex, violent, unequal and rapidly changing society." (p. xv). Lovett emphasizes that many of the other approaches have "failed to create a more just and equitable society." (p.xvi).

Elements of Online Learning

Design & Delivery

According to Willis (1992), instructional development for distance education consists of design, development, evaluation, and revision. To be truly effective, content requirements, educational context, and technical constraints must be considered in addition to the goals, needs, and characteristics of teachers and students. In *Preparing Materials for Open, Distance and Flexible Learning*, Rowntree (1994) further documents the importance of knowing the intended learner. Individualized instruction concerns of pace, content, sequence, and learning style are emphasized. Knowles (1988) issues a cautionary note about course development, and comments that:

the most dangerous development I see is an over-emphasis in some institutions on marketing to the neglect and detriment of all other aspects of those institutions. All efforts seem to be geared towards attracting people who will pay for courses. (p.10)

Platforms

Frequently, the approach taken designing online instruction is to start with the technology. The Center for Online Learning and Pedagogy at NYU argues against this approach. What will and will not be included should not be based upon the technology at hand. In addition, experts at the Center stress that already designed classroom courses should not be placed online, virtually intact, without assessing the needs of the learner. Although technology plays a key role in the delivery of distance education, facilitators must focus on instructional outcomes in order to be effective. Course content, system constraints, and the needs of the learner should be considered prior to selecting a delivery platform.

Paul (1995) concludes that: "The challenge, then, is an old one. It is not so much about which new technology works best but which models are best suited to the various needs of diverse learners." (p.143). Educational programs must meet the needs of individuals and will be ineffective if they are imposed on individuals. Ultimately, the philosophy of a program must fit the societal context in order for success to occur.

Pedagogy

Home economists, by nature of their educational background, have a strong pedagogical base and are aware of the principles of teaching and learning associated with the home economics curriculum. A variety of pedagogical concepts and theories are used as the base for on-line learning. Learner centered theories, such as those of the constructivist school, are generally recognized as the most suitable for this type of instruction. In *Self-Directed Learning*, Knowles (1975) defines the origins of the words *pedagogy* and *andragogy*. Pedagogy comes from the Greek word *paid* meaning child, and *agogus* meaning guide. Andragogy comes from the Greek word *aner* meaning adult, and *agogus* meaning guide. Hence, pedagogy refers primarily to teacher-directed learning and andragogy refers to self-directed learning.

The distinction between pedagogy and andragogy has a considerable impact on the design of online programs for high school students. The successful adult learner is self-motivated, directed, and experienced, whereas younger learners are typically accustomed to learning as a passive activity.

Promoting Learner Success

Building A Sense of Community

The goals and aims of distance learners can be substantially different from those of traditional students. Frequently, distance learners have constraints of time, location, and finance. The learner must take responsibility for constructing meaning from course materials. This process is enhanced by building relationships with the content, with fellow students, and with the instructor. The teacher's role becomes one of a facilitator as students learn to take greater control over their own learning. Cranton (1998) notes that: "the educator needs to give up position power" (p.198).

Transactional Distance

In *Distinctions in distance: Is distance education an obsolete term?* Haughey discusses Moore's concept of Transactional Distance.

Moore (1993) defines distance education as not simply a geographical concept but also a pedagogical one. He suggests that transactional distance "describes the universe of teacher-learner relationships when learners and instructors are separated by space and/or by time"(p.22). He goes on to argue that since interaction is important in reducing distance, its availability and quality can be influenced by technology. (p. 6)

It is imperative that the technology utilized in course delivery and design enhance the ability of students to communicate with each other and the facilitator; thus gaining a sense of belonging and encouraging ownership of their learning.

Student Motivation

Distance education must offer a high degree of flexibility and individual control to each student as well as a significant level of academic and personal support. Self directed students are effective online learners. The facilitator must play an active role giving assignment feedback, encouraging students with positive support, and assisting students in setting realistic academic and time management goals. Wong (1991) notes that: "Students tend to learn as little or as much as their teachers expect. Teachers who set and communicate high expectations to all their students obtain greater academic performance from these students than teachers who set low expectations" (p.40).

Looking Toward the Future

Societal change has an impact on education. Will the future of home economics education be shaped by current philosophies or will new philosophies emerge that are a better fit with the purposes of home economics education? It is essential to explore the field from both a historical and a contemporary perspective in relation to their future relevance. In a changing world, it is vital that our philosophies are in keeping with our values and not dictated to us by external sources. What impact will distance education and new online learning technologies have on home economics?

Secondary Level Home Economics in Rural Settings

Online learning has the capacity to increase choices for students in rural areas. Frequently, low enrollment figures result in students not having access to a variety of courses. However, distance education would enhance opportunities for these students.

Online education is also well suited for self-paced instruction. Multi-grade level groupings are common in rural schools. It is not uncommon to teach 30 students in a Grade 9-12 Textiles classroom in the author's school district. Individualized units of instruction encourage student independence and allow the teacher to spend more time with each grade level on an individual basis.

Professional Development Opportunities

Teaching can be an isolationist activity. Online learning does not constrain the learner to be physically present in the same location as the facilitator. This is especially beneficial for teachers in small

districts who might be the only subject specialist in the area. Online professional development activities allow teachers to network with colleagues and encourage the sharing of resources and ideas.

Conclusion

Whether technology should be used is no longer the issue in education. The emphasis is to ensure that technology is used effectively to create new opportunities for learning and to promote achievement. The quality of instruction is the major factor for student learning. This is evident in the design and delivery of online courses. In addition, a variety of factors must be considered to promote student success. Online learning is in its early stages in the Home Economics profession, but in the opinion of this student and educator the future is extremely promising.

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Baking powder biscuits and Chinese chews: Home economics education through postcolonial eyes

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One way to understand home economics is to examine it historically through postcolonial eyes. I suggest that the original purposes of home economics included colonial, Imperial and white Eurocentric elements that obscured the mission of improving the daily lives of individuals and families. In addition, home economics became de-skilled and distanced from intuitive, authentic domestic knowledge in order to be accepted as an academic subject. Home economics education has been racialized, with embedded white cultural practices. Suggestions are made for reconciling the racialist and quantified past with present practices to allow re-imagining of a more ethical subject that is basic, not marginal to education.

Postcolonial Analysis

A palimpsest is a piece of re-used vellum, the words previously written on it erased, but still visible as a shadowy image. Home economics education is a palimpsest: In the home economics classroom of today we can find traces and shades of past practices that may no longer make any sense, but are retained. A postcolonial analysis enables examination of the places where history and practice in home economics intertwine.

On a simple level, postcolonialism means what happens to a colony when colonialism is displaced, or in other words, the aftermath of colonialism. Countries such as Australia and Canada are usually referred to as settler colonies because the Europeans who came to these countries intended to stay, and considered that the land was "empty", once they had efficiently and crudely dealt with the indigenous population (Johnston & Lawson, 2000). Postcolonial analysis focuses on issues of power and inequities that occurred as a result of European dominance over the rest of the world. Carr (1996) considered race, class and gender to be the fundamental hierarchies created by postcolonialism. The components of postcolonial analysis, from my perspective, include a multiplicity of voices and examination of what knowledge is considered of most worth and who possesses that knowledge. Postcolonialism is most often used to signify a position against imperialism and Eurocentrism (Bahri, 1998, n.p). As educators we have an ethical imperative to examine the effects of colonialism and imperialism; Willinsky argued that we owe it to our students to give them some account of how we have taught them about the world (1998).

Home economics is a marginalized subject, located at the intersection of education, women, and domestic knowledge (Peterat, 1983). As such, it lacks cultural capital and is often dismissed or ignored as a subject of worth. When home economics became a social movement in the late nineteenth century (Saidak, 1987), it also became a strategy for colonialism. I suggest that the content knowledge of home economics to date has been white, Western, Eurocentric knowledge that has constricted our effectiveness in achieving our mission.

Origins of home economics

Some historical background to home economics is important to understanding its place. Home economics entered the school system as part of two streams of education. The first held that the mind and the body are two separate entities, as proposed by the philosopher Descartes (Burnham & Fieser, 2001). Remnants of the Cartesian split between theory and practice can be found in the modern high school where "academic" subjects such as mathematics or physics have more prestige than "practical" subjects such as technology education or home economics.

The second stream was progressive education, or New Education, as it was called in Canada. The Macdonald-Robertson practical education movement, started in Canada in 1900 (Sutherland, 1976), introduced the idea that "the whole child goes to school, head, heart and hand" (Robertson, 1907). Through skills training, children would improve their intellectual capacities. A direct contradiction to Cartesian logic was immediately obvious. Early home economics educators who tried in various ways to gain status for and acceptance of home economics were caught in a double bind of needing to prove its worth academically, while retaining its practical aspects. The best way to prove the worth of home economics seemed to be to make it as scientific as possible, and in addition, make it fit into the white, male status quo of education.

Home economics thus became distanced from the intuitive, authentic value of domestic knowledge, and put some women in the position of being expert over other women in matters of the home. Home economists began to develop recipes in test kitchens under conditions that could be described as

sanitary and severe. Skills in cooking were quantified, to the extent that a baking powder biscuit recipe in a 1931 home economics textbook could include the following instructions:

1. Sift flour once before measuring: add baking powder and salt
2. Sift two or three times
3. Cut shortening in with a knife, or work in with tips of fingers until mixture is fine
4. Add milk gradually. This should be done with as little mixing as possible.
5. Turn out on *slightly* [italics in original] board; roll $\frac{3}{4}$ inch thick
6. Cut with floured biscuit-cutter; place on greased or floured pan; bake in a hot oven, 400° - 425° F. for 15-20 min. (*Foods, Nutrition and Home Management Manual*, 1931, p. 83)

Such a recipe could not hope to replicate the way my pioneer grandmother, Edith Milligan (1875-1960) made biscuits for the threshing crews in the 1920s and 1930s:

[She] could look at a crowd of twenty-five, and being out of bread estimate how many five-cup scoops of flour, how many heaping tablespoons of baking powder and how much drippings and milk to put in a bread pan and come up with literally hundreds of delicious baking powder biscuits. (Chubb & Milligan, 1967, p. 81)

Race and Imperial Duty

With the huge influx of immigrants to Canada in the first quarter of the twentieth century, home economics education was used as a strategy to promote imperialism. The message was not delivered subtly. Alice Ravenhill (1859-1954), a home economist who was influential in Britain and Canada, made the connection clear in the thick of World War I. In a 1915 article written for the *Women's Institute Quarterly*, cited in McLaren, 1990, Ravenhill wrote:

The next enemies of the Empire will need to be even better prepared than the Germans, for the women are leaving nothing undone. Their soldiers are to be well-born, for they are making a study of eugenics. They are to be well-bred, for they have their domestic science and they are solving moral problems. (McLaren, 1990, p. 26)

In a 1924 speech delivered to the Home Economics Section of the British Columbia Teachers' Institute, Rosalinde Esson Young, the wife of the Minister of Education made the following declaration:

The only hope for our race is in imbueing [sic] the young with high ideals of home life. This is what a domestic science course should do. Have you no pride of race? Do you want the Anglo-Saxon to survive? Statisticians tell us that to keep the proportion of Anglo-Saxon to foreign born just as it is now every woman must bear four children. Each living individual should feel this responsibility toward the betterment of the race. (Young, 1924, p. 21)

A discussion of race is central to postcolonial critique. Frankenberg (1993) was one of the first scholars to remark upon the unnamed, unmarked centre of whiteness that allows it to be construed as neutrality. Pajaczowska and Young termed this the "absent centre of White ethnicity" (p. 202). In his canonical work, *Orientalism*, Said (1978) proclaimed the need of white people to have an Other from which to gain their own identity. The white "race" can only be known by distinguishing its difference from other "races". The idea that Canada is a racialized state (or Dominion, if you prefer), and home economics is a racialized subject, produces unease among many people. Goldberg defined racialized states as ones in which "white governance and norms of white being and being white historically prevail" (2002, p. 195). Home economics is a racial subject because it has closely aligned itself with conveying white culture. I do not mean to imply that the knowledge, mission or aims of home economics education are in any way inferior or substandard; rather this alignment demonstrates a form of unreflective enculturation (Stage & Vincenti, 1997) that has been to the detriment of the profession. While the white, educated, middle-class pioneer home economists had progressive views within the context of their times, we need to consider how to redress these views to re-imagine a more ethical and ecological kind of home economics.

Home economics manuals

Two domestic manuals charted the colonial course of home economics education in British Columbia. The first one was *The Girls' Home Manual*, written by Annie Juniper in 1913. Juniper was originally from England and had worked in four other Canadian provinces before she was appointed Supervisor of Domestic Science for the Victoria, B.C. School Board in 1911 (de Zwart, 1998). In the foreword to the manual, Juniper stated that it had been prepared because "all subjects worthy of study have had books written upon them" (1913, p. 2). She expressed the hope that the manual would be useful to

girls not only at school, but also in later life in "making them more efficient in the noble art of 'homemaking'".

The second domestic manual was *Foods, Nutrition and Home Management (Circular No. 1 revised)* which was compiled by Jessie McLenaghan and a group of home economics teachers between 1927 and 1930. McLenaghan was the first Director of Home Economics for the British Columbia Department of Education, and ruled for twenty years, from 1926 to 1946. Her influence lasted for almost fifty years; *Foods, Nutrition and Home Management* was not substantially revised until 1975. In conjunction with a prescriptive curriculum, home economics became technically precise, and for a short time accepted as an academic credit for university entrance. In the preface to *Foods, Nutrition and Home Management*, McLenaghan wrote:

It is most advisable that we prove that Home Economics is not an 'unprepared subject'....It is only when a manual of this type is put into the hands of the student that we get the interest in 'Home Practice work'" (*Foods, Nutrition and Home Management Manual*, p. 3)

The photograph in the manual of a grade seven girl in her home economics uniform expressed more than words could about the expectations for home economics under McLenaghan. The uniform formed the first project in the grade seven curriculum and consisted of an apron with French seams, buttoned on pot holder and towel, and a triangular hair band that covered most of the forehead. The curriculum suggested it be compared to the tidy appearance of a nurse. A home economics pupil in Victoria in the 1920s recalled the construction of the cookery uniform as "the most hideous costume...no self-respecting housewife would ever greet her family in it" (Butler, 1983). The uniform exemplified standardization and blandness, much like the white sauce recipe that featured heavily in *Foods, Nutrition and Home Management* and could be used to cover up all sorts of sins, culinary or otherwise.

Recipes formed most of the content of both *The Girls Home Manual* and *Foods, Nutrition and Home Management*. As statements of history, recipes contain much information about cultural values and race and class distinctions. A recipe first featured in *The Foods, Nutrition and Home Management Manual* has become an icon for me to explain the imperialist history of home economics. "Chinese Chews" was the one recipe in the manual that could be construed as ethnic, at least in name. Chinese chews are sweet cookies made up of white flour, white sugar, eggs, baking powder and dates. The flour was supposed to be sifted twice, once before and once after measuring. The procedure involved partly baking the batter in the oven, then stirring it in the pan, baking it an additional 15 minutes, and then lifting out the batter in spoonfuls and rolling in the palm of the hand. There was no evidence of anything of Chinese origin in the recipe. One compelling reason that might account for the naming of the recipe is the introduction of the "exotic" Other, reiterating Said's (1978) contention that the West could only know itself by comparison to the East.

Additional versions of Chinese chews have turned up under different and surprising circumstances. A 1945 recipe for Chinese Chews specified that Purity Flour had to be used (*Purity Cook Book*, 1945); this reflected the increasing commercialization of the food system. The recipe was included in *A Treasury of Jewish Holiday Baking*, described as a wonderful recipe from an exceptional baker, one that tasted rich, but wasn't, tasted buttery, but was kosher, seemed fancy, but was easy to make (Kerman, 2002). In a strange bit of self-fulfilling prophecy, Chinese Chews were included in a Chinese New Year's website as an example of the sweets that Chinese parents wanted their children to eat "to get their bodies prepared for the sweetness that the New Year would bring" (Allrecipes, 2002). The ultimate creative recipe was found in a newspaper advice column devoted to quick cooking tips: a mother requested a treat for her son who had a sweet tooth but only a hot plate to cook on in his college room. In the recipe, the original ingredients of dates, walnuts, sugar, flour, baking powder and eggs devolved into a no-bake combination of chocolate chips, butterscotch chips, salted peanuts and Chinese dry noodles. Preparation time was cut from 30 minutes of baking and 10 minutes of fiddling with dough to 5 minutes in a double boiler and the results plopped onto wax paper.

The changes in the Chinese Chew recipe epitomize for me the changes that have occurred in home economics. Where originally the focus was on procedure and accurate measures, the modern focus is on speed, convenience, immediate gratification and possibly personal innovation. What is missing is authenticity.

The colonial and the postcolonial overlapped for me when I went to Malawi, East Central Africa in 2000 and 2001 as part of the Canadian Teachers' Federation Project Overseas. With seven other Canadian teachers, I participated in an upgrading course for Malawian teachers who wanted to receive the

equivalent of grade twelve. In the home economics upgrading course, my co-tutor asked me to teach about laundry and how to make cakes. It didn't matter that Sunlight Soap cost two weeks' wages or that corn was the staple grain, not wheat. The British-type curriculum demanded that the students should have knowledge of starching cottons and making cream cakes, regardless of the educational needs. I could have done something more useful in a country where 250 out of 1000 children die before the age of five, or where AIDS has orphaned 400,000 children. This triggering event, and others like it, forced me to re-examine white privilege and how it has been promoted through taken-for-granted practices in home economics education.

Home economics of the future

Where should home economics position itself in a multi-racial, multi-ethnic world? I see at least two issues: how to enhance skills development and the ethical obligations of erasing the white in home economics.

Skills Development

Focusing on the teaching of skills in home economics is problematic because theory has been traditionally ranked higher than practice. Lisa Heldke, a philosopher turned "foodie" argued that Western thought has emphasized knowing over doing, and this has resulted in a gender, class and race bias against physical labour. The knowing involved in making a cake, according to Heldke, is contained not just in one's head, but in one's hands, wrists, eyes and nose; 'The phrase 'bodily knowledge' is not a metaphor' (Heldke, 1992, p. 218). She further argued that recipes requiring mathematical measurements and scientific techniques are inauthentic and pretentious because they presume a separation between mind and body. Experienced foods teachers know that even the most carefully prepared demonstration will still produce numerous variations of the final product. Overemphasis on recipes and abstracted theory are forms of de-skilling that occurred in an effort to make home economics fit into academic study. A legitimate academic subject was created, but what was lost?

Skills are important for identity and pleasure (Teemu, 1999), and satisfaction is not gained directly from astute shopping (Warde, 1997). The problem with being technical is that we can be replaced easily with a good reference book or a television program that doesn't moralize or adhere to standards. As soon as someone mentions the word standards, we must ask "Whose standards" and "Where did they start?"

No more foreign foods

The current trend in home economics classrooms is to include foods from many different nationalities and ethnic groups. Most often this is done in the form of a "Cook's tour" of various countries, trying a few key recipes and learning a bit about the geography and people of the area. Teachers need to be aware of the dangers of "culture-hopping in the kitchen", as described by Heldke in a candid assessment of her own past approach to ethnic foods:

I found the attitude with which I approached [ethnic foods] bore an uncomfortable resemblance to the attitude of various nineteenth- and twentieth-century European painters, anthropologists, and explorers who set out in search of ever 'newer', ever more 'remote' cultures they could co-opt, borrow from freely and out of context, and use as the raw materials for their own efforts at creation and discovery. (Heldke, 2001, p. 177)

Inclusion of foods for their unfamiliarity is a shallow, token form of Othering, in the same sense that previous exclusion of these foods was narrow. Narayan (1995) urged white Westerners to learn more about the cultural and historical contexts of their foods, but to be wary of adding another element of food colonialism in which eating ethnic foods further contributes to Westerners' prestige and sophistication. She suggested that eaters reflect on the race and class structures of the workers who prepare and serve the food, or in the case of the home economics classroom, the raw ingredients that are used.

It is critical for teachers not to assume the expert role. I think of the home economics teacher who aggravated a whole classroom of Vietnamese – Canadian students because she tried to teach them how to make Vietnamese spring rolls – a recipe she had tried only once before. I once made a similar mistake, trying to teach my Shuswap Nation students how to make Carrier Nation bannock.

Decisions about the subject matter to include in home economics are often made unconsciously or according to previous customs. If the topic is only white and Western, as in the case of the ubiquitous flour mixture unit, then teachers must be cautioned about racialism. Whereas racism is considered an individual action, racialism is embedded in society. In a racialized society, taken-for-granted practices may marginalize or exclude some people, while making white practices the invisible and unmarked centre.

Frankenberg (1993) determined three distinct modes of thinking about race; essentialist racism, power evasiveness and race cognizance. Essential racism assumes that all members of an ethnic group are the same; power evasiveness takes the perspective that all human beings are the same under the skin. While this perspective seems to be noble, it denies the visible marks of ancestry and the harsh history of colonization. Everyone was not treated the same in the past, and to treat them the same now, is to be colour-blind. Race cognizance, according to Frankenberg, considers that difference among people "signals autonomy of culture, values, [and] aesthetic standards" (1993, p. 15). Like gender awareness, race cognizance is accepting of equitable, not necessarily equal, treatment of people. Frankenberg emphasized that "Whiteness and Westernness have not, for the most part, been conceived as 'the problem' in the eyes of White / Western people, whether in research or elsewhere" (p. 18).

The obverse of racism is white privilege. It would be useful for all white people to think about the unearned advantage that a white skin offers. McIntosh (1989) made an introspective and consciousness-raising list of forty-six such ways ranging from being able to do well in a challenging situation without being called a credit to her race or never being asked to speak for all the people of her racial group. A precautionary note is needed in regard to the position of white feminists who have been rightfully challenged about the promotion of feminist ideals that end up further silencing non-white women (Midgley, 1995; Mohanty, 1997).

Future Directions

What is to be done? We can be aware, and we can be wary of mistakes that we will certainly make. The European-American Collaborative Challenging Whiteness, originating out of the California Institute of Integral Studies, declared cooperative learning as a major way in which white cultural dominance could be challenged (2002, n.p.). The group described an empirical study in which whites used cooperative inquiry to change their consciousness and behaviour. Mezirow (1991) and Sleeter (1993) both agreed with cooperative inquiry but placed it in a much more active context, through transformative learning, in a triggering event or a major disorienting dilemma. Sleeter suggested structured immersion experiences in which a white person spends at least a month in a minority community; this, combined with instruction about racism and the history and culture of the group would result in emotional bonding and "force white people to examine white privilege" (1993, p. 161).

On a more simple, less invasive level, we can investigate how to participate in a new home economics that does not promote white cultural practices, and in which the goal is not to improve the lives of others while failing to admit our own fallibility. Instead, we as teachers would truly promote transformative thinking and learning through skills, rather than reproducing dry academics. We have the interest of youth on our side. For the most part, home economics is a popular subject, as well liked today as it was in the 1920s when it was said that only a truly nasty teacher could make students dislike the practical arts (Sutherland, 1986). The challenge is to build a new home economics that emphasizes skills and is liberated from white cultural practices.

A young Canadian writer, Irshad Manji, debated ways to assert individuality while building community and used the metaphor of the grocery store (the past) and the bazaar (the future). Manji compared the concepts of set prices and chain store practices to the bazaar, an unregulated place "where people are expected – as citizens, not as consumers or producers – to hang around and haggle for a fairer deal on what it takes to belong" (1997, p. 146). Peterat (2001) examined the root word of home economics, *oikonomia*, from which developed two concepts pertaining to home economics, economics and ecology. She proposed that "the space for a renewed home economics may be between these two concepts – a space of considerable tension and vitality" (Peterat, 2001, p. 30). We can envision a home economics classroom where students actively engage in their learning, and where they have say in the outcomes, rather than following a prescribed routine. This is especially true of foods classes, where the activities are often distanced from real-life circumstances. We can take note of community cookbooks, where several variations of one recipe are common and each variation is credited to its originator.

In my work with student teachers, I have observed the difficulties they have with maintenance of an invisible status quo. The following seven suggestions are intended to guide curricular decision-making in a re-imagined home economics education.

1. Decide what is most important for the student to know. We must look at our priorities and see what are the most important issues. Food safety is one important issue and nutrition is another issue. How is doing a worksheet on the parts of the cereal grain important?
2. The relationship of the student to the teacher is more important than polishing the sinks. When we emphasize standards, whose standards are we imposing?
3. Do not assume one method or procedure. Take a look at community cookbooks which often have several variations of the same recipe, all credited to different cooks (the Internet is also a good source) and figure out the variations that are possible and how to determine what is successful.
4. Prepare students for a poly-ethnic world in which the concept of "foreign foods" is imperial and racist.
5. Ask yourself – is this what students need to know for daily life? Is dutifully following a recipe for muffins and biscuits as important as making use of available resources and/or asking good questions?
6. Mentor new teachers more, in a meaningful fashion.
7. Gather ideas from other areas – for example, technology education in British Columbia has undergone a paradigm shift from industrial education to art and craft in recent years. Is there an equivalent shift for home economics?

The field of home economics has been moribund for too long. We need to create more triggering events to open postcolonial eyes. Home economics is a palimpsest and the past will remain part of the present, forever peeking through, but not dominating. Home economics is a gendered subject; but it does not have to be a racialized one. The previous white, imperial, cultural practices do not have to dictate what is done in home economics education today. We need to examine those practices for white privilege and for the unnamed and unmarked centre of Eurocentric knowledge. We need to acknowledge the work of the pioneers, and we do not need to keep replicating it.

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McSchool: Corporate Intrusion in Education and Possible Implications for Home Economics/Family Studies Educators

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I use the term "McSchool" in my title as a metaphor to illustrate the worst case scenario of the commodification of education and corporate control of schooling. I locate this discussion in the literature on globalization and privatization. Taking my cue from the way McDonald's Corporation had changed the food service industry and the social, economic, cultural and technological fabric of the countries in which it locates (Schlosser, 2001), I will outline various levels of corporate involvement in education (intrusion; invasion and predation; dismantling and taking over) and discuss the implications, for education in general and specifically for Home Economics/Family Studies.

A Brief Background on Globalization

There are many meanings of globalization. It is an ambiguous, ambivalent concept. It has been described as an "all-powerful, comprehensible, impossibly complex, [and] seemingly unchallengeable" phenomenon (Dobbin, 1998, p. 6). It has been used to refer to the new economic order in which business had no nationality and knows no border (Korten, quoted in Dobbin, 1998, p. 19). It is considered the ultimate experiment in capitalism where globalization is an "ideological tool (to) mask the powerful reality of the domination of the world by a few hundred enormously powerful transnational corporations" (Dobbin, 1998, p. 8) who have accumulated their power with the cooperation and complicity of governments and organization such as the World Bank and the International Monetary Fund. Saul (1997) uses the term corporatism to describe this movement which he claims is not driven by any sense of common good or well being but the "bottom line". The most common perception of globalization in the popular press is the spread and influence of corporate capitalism into all spheres of global life. Four of the major principles of globalization are liberalization which is the lifting of obstacles to commercial and financial exchanges; the abolition of regulations governing companies and the workplace (e.g., minimum wage, health protection, environmental standards, etc.); privatization of areas traditionally the domain of governments; and dismantling of the social safety net.

While economic globalization has been the general thrust, it is but the first wave. According to Barlow (2000) public education and health care are next on the agenda as predatory and powerful entrepreneurial transnational corporations aim to dismantle public education and health care systems by subjecting them to the rules of international competition and the discipline of the World Trade Organization. This same point was reiterated by David Koren in his book *When Corporations Rule the World*. He says that "corporations are now moving to colonize the second major institution of cultural reproduction, the schools" (p. 156). He quotes a senior vice president of Scholastic Inc., one of the leading producers of school curriculum materials as saying, "more and more companies see education marketing as the most compelling, memorable and cost effective way to build states of mind and market into the 21st century" (p. 156). This same vice president boasts that marketers can "devise promotions that take students from the aisles in the school rooms to the aisles in the supermarket" (p. 156). But there is more still to conquer. Corporations are eyeing the more than \$3 trillion dollars that are spend on education globally (Albert, 2002, 7).

In this next wave of globalization, schooling as providing a broad, liberal education to create an educated citizen is displaced by schools as a training ground creating "human capital", a workforce suited to the needs of transnational corporations, and consumers for the global market. As Apple (1998) says, "students, in essence, are being sold as a captive audience to corporations" and they are regarded "as future workers and as current consumers who themselves can be bought and sold to the highest bidder" (p. 344). This distortion of the social purposes of education is seen as an assault on democracy because public education is the single most important element in the maintenance of democracy as a political concept (Saul, 1995; Kuehn, 1998). Also as "human capital" students become prey to the destructive effects of globalized competition, where action taken to maximize profits and minimize costs means searching the world for the cheapest labour. This is characterized as "the race to bottom" where wages, working conditions and social programs all get caught in a downward spiral exacerbating the divide between the

rich and the poor.(Kuehn, 1998). Taken to its extreme globalization means the complete privatization of education.

I have very briefly highlighted some of the issues identified by various authors related to globalization and education. As capital globalizes, corporations increasingly intervene in public education. For the purposes of discussion, I will categorize this intervention in schools as: intrusion; invasion and predation; and dismantling and take over.

Corporate Intrusion in Education

The goal at this level is access to the hearts and minds of young consumers. Sometimes it is referred to as "cashing in on kids" (Molnar, 1999) or "branding" (Klein, 2000). The main objective here is establishing brand loyalty at a young age so companies become very adept at putting the right "spin" on their actions and/or materials in order to get in schools. Examples of intrusion include: sponsored educational materials; fund raising opportunities; incentive programs; donations and/or sponsorships; advertising; and naming rights.

Sponsored educational materials (SEM's) are those "free" ready made lessons that are distributed for teachers to use on students. Corporations find way to insert their brand names into the lesson materials, for example, McDonald's restaurant gives away a kit that shows students how to design a McDonald's restaurant and how to apply for a job at McDonald's (Barlow & Robertson, 1994, p. 241); Verizon wireless distributes a driver's education curriculum called "Vehicle Intelligence Quest" which "teaches new drivers about wireless safety behind the wheel" (Molnar, 2002, p. 76).

Fund raising opportunities usually involve either the sale of products with the a portion of the profits returned to the school or reimbursements to the school for the collection of labels. Some examples include: Scholastic Books sales; chocolate, candy and magazine sales; General Mills Box Tops for Education; and Campbell's Soup Labels for Education (Molnar, 1999).

Incentive programs involve corporations providing rewards for educational achievement. Pizza Hut's Book It! awards individual sized pizzas to students who complete an allotted amount reading and Subway offers Certificates for Reading. Some schools offer discount coupons or cards to students who are on the honour roll.

Some corporations will donate products, such as computers, in order to establish brand loyalty while others will sponsor school events such as motivational speakers. Wal Mart stores "adopt" a school in their community for a one-year period providing a wide range of support from donations and in-store fundraising events to volunteerism for special school projects.

Sometimes advertising space is sold to raise funds. This can range from space in school washrooms, to school buses, to school roof tops, to product placement in exam booklets and textbooks. Selling advertising can be very lucrative, especially for cash strapped schools, for example, Surrey School District circulated a memo that indicated they could generate as much as \$427,000 annually by allowing advertising on school district trucks.

An extension of sponsorship is naming rights a form of recognition or acknowledgment of a corporation's contribution to an institution. A middle school in Rhode Island need to raise \$1 million dollars for its facilities so the school district proposed auctioning off to corporations for as much as \$250,000 the rights to business names and logos on anything from individual books to entire buildings. A school in Omaha, Nebraska made plans to rip up the high school gym floor replacing it with one bearing up to 10 corporate logos sold a \$10,000 apiece (Molar, 2002, p. 75). In Surrey, British Columbia, a theatre built at Sullivan Heights Secondary is called the Bell Theatre in recognition of the corporate donation that helped pay for it.

Many people don't consider corporate intrusion in schools controversial. After all it helps to fund education and kids are exposed to advertising all the time so what's the big deal. However, others point out that this is not as benign as it may seem. By allowing a corporate presence in schools there is an implied endorsement of the product and thus schools provide a "subtle and most cost-effective avenue to develop this loyalty" (Dunsmore, 2000, p.9). With corporations there is no genuine philanthropy. Sponsorship and donations are chosen that produce measurable business returns in support of market goals. For some corporations funding intrusive projects serve to give the industry a veneer of legitimacy and makes it appear as if they are part of the solution rather than the original problem, for example, Philip Morris and Brown & Williamson paid \$4.5 million to West Virginia public school to fund a statewide antismoking and

antidrug program (Hardy, 1999, 27). This can also apply to the way corporations are doing business. What is hidden is the fact that corporations can devote more resources to selling an image because they have adopted practices of outsourcing to the cheapest labour in the global marketplace.

The Consumers Union has stated that 80 % of SEM's contain wrong or misleading information (Citizens' Campaign for Commercial Free Schools, no date, p.1). Giroux (1998) gives some examples that support this claim: a Nike program where students learn the life cycle of a Nike shoe but not of the working conditions or child labour; an Exxon curriculum that teaches students that the Valdez oil spill was an example of environmental protection; and a McDonald's curriculum that teaches about deforestation but doesn't mention deforestation caused by cattle ranching.

The acceptance of donations, sponsorships, naming rights and so on promotes inequities between schools and often underscores existing inequities.

Corporate Predation and Invasion in Schools

I use the term invasion because corporations invade schools, appropriating space and time, and displacing educational programs or activities in schools that are in the common good. I use predation to describe the way students are used as a captive audience. This is more insidious than intrusion as it is more lucrative for the corporations and more exploitive of students. Examples of predation and invasion include disguised SEM's, donations with strings attached, exclusive agreements, and allowing corporations to set up shop in schools,

Disguised SEM's and donations with strings attached use the opportunity of being in schools to get access to kids. YNN Channel One offers free satellite dishes, VCR's and TV's in exchange for all children viewing daily news programs. In exchange, Channel One sells commercial time to advertisers eager to compete for the brand loyalty of students. A California Corporation, Zap Me!, provides schools with free computers and internet connection and it too sells advertising. But it also monitors students' web browsing habits breaking the data down by age, sex and ZIP code - information that it markets. Kids in a New Jersey elementary school were used in a similar manner when they were provided with an "All About Me Journal" which was in reality a 27 page marketing survey for a cable television channel (Miller, 1999, p. 1)) and so were students in Vancouver, BC in 1998 when they worked on an assignment to come up with creative products that would appeal to kids for White Spot, a restaurant chain (Cook & Wolfe, 2000, p. 8).

Schools or even whole school districts sign exclusive "pouring rights", contractual agreements with beverage providers like Pepsi and Coca Cola. The contract allows only one beverage company the exclusive right to sell drinks at that school or school district. This is essentially a monopoly arrangement for the corporation as no other drinks, except milk and sometimes a few juices can be sold on the premises during school hours. The contract involves establishing a set price for the product and usually stipulates that no one else in the school can sell their product for a cheaper price. Thus forcing students to pay more. In addition the contract also specifies a percentage of the profit for the school, and conditions such as access to the school through other promotions to increase the soft drink volume. As well, there is often a signing bonus, money paid up-front for signing the agreement. The percentage of the profit that remains in the school is established by the volume sold (Dunsmore, D. 2001, p. 14). Sheehan (1999) comments that "some 20 years ago or so, an administrator decided to put a vending machine in the building to raise a little loose change. Do you suppose anyone saw that decision as the harbinger of a multimillion-dollar marketing arrangement among three major Colorado school districts and Coca-Cola?" (p. 25).

Fast food outlets are increasing setting up shop in schools. In British Columbia, 30% of the school cafeterias are private and 30% of those are in the hands of A&W, Subway and the like (Schaefer, 2000).

Again some of these examples are not as benign as they may seem. When schools and school districts start to generate revenue themselves, the governments responsible for education funding often reduce the tax dollars allocated to schools. This can start a viscous competition among schools for the available dollars. As usual, those schools in areas of low socio-economic status lose out and the disparity between have and have not schools is increasing exacerbated. There is also evidence that disguised SEM's and donations with strings attached target low-income and chronically underfunded schools where opposition is less likely to occur. Shaker (1999) characterized this a "swapping education for infotainment".

Corporate predation and invasion of schools presents a huge dilemma for those involved in the education system (trustees, administrators, and teachers alike). How far should they go in exposing students to commercial influences in order to provide schools with the most advanced educational tools? In

their positions of trust they have ethical commitments to the community. Yet when the education system endorses a corporation, it violates the public trust that public education is to be free of bias (Dunsmore, 2000). When our captive audiences of students are viewed as targets for current and future marketing efforts, we are taking financial advantage of our position of trust (Sheehan, 1999). We violate our ethical commitment to do no harm to students when we allow corporations to exclusive control of beverages offered that when consumed in large amounts are a danger to health as in the ubiquitous pop machine, or when they invade and displace educational and nutritional alternatives, as is the case of fast food outlets replacing teaching cafeterias (Dubrulle, 2001), or when we allow corporate agents to promote positive messages, and by association their product, to a captive audience. The latter is described by Raoul (2001) as "a form of manufacturing consent, or to put it more bluntly, brainwashing" (p. 9).

Letting corporations into schools through the "back door" can have far reaching effects as once the door is open it is impossible to close because of trade deals like the North American Free Trade Agreement (NAFTA), and the General Agreement on Trade in Services (GATS) that is currently being negotiated.

Dismantle and Take Over the Education System

The agenda at this level of corporate involvement is getting hold of the trillions of dollars spend on education world wide. Privatization and commodification are the two keys to making education profitable to private interests. The privatization agenda includes such things as for-profit schools, lease back schools, and education management companies (EMO's) running schools. Other forms of educational services that can be commodified are curriculum; textbooks; examinations; distance education; building maintenance; and selling seats in Canadian institutions to international students.

For-profit schools are commercial enterprises designed to generate income for the shareholders. They are currently operating on a relatively small scale in British Columbia. For example, Phoenix University, a US-based private education service operated targets part-time and older students for US undergraduate degrees (Griffin Cohen, 2000, p. 6) and most urban and suburban area have Sylvan learning centers, a franchised education company (Miner, 2003). But the next wave is coming. Coquitlam trustees in February of this year approved the creation of School District No. 23 Business Company. The plans for this company include establishing a totally privatized International Education College and privatizing audiology and tutoring services (Thomson, 2003, p. 5).

Lease back schools involves a private corporation owning the school property and the school which they lease to the school board. At the completion of the long-term lease, the school has the option of being purchased by the board. A report on a lease arrangement in Nova Scotia indicated that "the financing for the school is at approximately the same rate as the province would have incurred if it had borrowed" (Salmon, quoted in Shaker, no date, p. xv). However, if the latter had occurred the school would be owned by the province not a private corporation. These agreements are often called public private partnerships (P3's). They use the language of partnership but in reality districts are not partners, they become dependent.

Education Management Organizations (EMOs), directly modelled on the Health Maintenance Organizations (HMOs), are a growing trend particularly in the United States. "Private firms purchase 'contracts' from the district to manage schools and provide educational content" (Shaker, no date, p. xvi). The largest for-profit education management corporation in the United States is The Edison Project. (Molnar & Reaves, 2001, p. 77). A good portion of the schools managed by EMOs are charter schools.

ServiceMaster Limited Partnership, an American company has 2000 privatization contracts in education and health care internationally, mostly in janitorial services. It operates in Canada under the name of Service Master of Canada Ltd. (Shaker, no date, xiv).

Distance education carried across borders by new technologies, can be offered more cheaply on a transnational basis than any other form of education. Courses can be developed for one market and most of the development costs recouped then with very little additional investment, these courses can then be offered in other countries, providing additional profits. Local course developers are then at a very real disadvantage because they cannot produce courses for the low prices offered by the transnationals.

Students travelling from one country to another to attend school and pay tuition is also a form of commodification of educational services. Here in British Columbia, many of the cash strapped public schools and universities are increasing their enrollments of international students as a way to fund general educational programs.

A good example of commodification was the World Education Market held in Vancouver in May 2000 as a place to bring together the international buyers and sellers of education services.

When education becomes privatized and commodified, it becomes subject to trade agreements. Korten (1995) pointed out that "the real agenda of those promoting these trade agreements is not to eliminate borders, but rather to redraw them so as to establish what once belonged to the community, to be shared among its members, now belongs to private corporations for the benefit of their managers and shareholders" (p. 156).

Barlow and Robertson (1994) claim that under the North American Free Trade Agreement (NAFTA), once services are privatized they must be governed by NAFTA rules. They use the example of British Columbia where preparation of grade 12 provincial government examination is contracted out. When the contract expires, it will have to be opened to competing firms from all over the continent. If the province should try to argue that cultural concerns should keep the contract in British Columbia, under NAFTA, such action could be challenged as a false barrier to free trade. The same rationale can be used for all types of testing and curriculum development that are contracted out.

Kuehn (2000, 1998) identifies three key problems with entrenching educational services in trade agreements. First, in treating education as a tradable commodity fails to recognize that education is to a significant degree a social process that should be rooted in particular social and cultural realities. Second, they are anti-democratic in that if there is a disagreement about whether an education policy is a trade issue, a trade tribunal of the WTO will decide on the action to be taken. The rulings of these tribunals can overturn decisions that have been democratically made. Third, once a government has agreed to include an area like education into one of these agreements, it cannot withdraw that area from being covered by the agreement even if the people of a country vote overwhelmingly that they do not approve of what is happening.

As educators we must be aware of how prevailing mantra about education often masquerades as reform but in reality feeds into the privatization agenda. Politically loaded terms such as, debt reduction, accountability, standards, standardization, skills, testing, charter schools, public private partnerships (P3's), choice and vouchers, often are designed to promote privatization and consistently erode public space and involvement in education.

Ellwood (2003) contends that debt reduction and structural adjustment programs as advanced by the World Bank are really "code word(s) for economic globalization and privatization (p. 10). The World Bank has contributed to advancing privatization by insisting that countries that were to receive loans for education must charge fees to students as a consequence the percentage of children attending schools has gone down, especially for girls. Another approach being promoted by the World Bank and evident now in various jurisdictions in the United States and even being discussed here in British Columbia is vouchers. Under this consumer choice model, governments would provide the financing for education through vouchers and parents could choose in which school to enroll their child. The theory is that subjecting public education to the much needed market pressure and competition will improve student achievement. The research on school choice is light on empirical evidence (Fowler, 2003), but Brazier (1999) reports that a voucher system adopted in the 1980's in Chile had three main results: a huge exodus of middle class children to private schools; an overall decline of education spending even when parental contributions were included; and a significant drop in student achievement especially for students from low income families.

The whole movement to standards, standardization, standardized testing, feeds into the choice model as test scores are used to rate and compare schools. Nowhere is this more evident than in new legislation in the United States. In 2002, the Bush administration brought in the Elementary and Secondary Education Act in 2002, commonly referred to as the No Child Left Behind Act. Under the provisions of this act, schools in their second year of "needing improvement" are eligible for before- and after-school services in reading, language arts, and math but the school will not be allowed to provide these services nor can the district if it is marked as "failing". "Lots of other folks are lining up to get a piece of the action: colleges, community groups, non-failing school districts. But guess who else hopes to cash in on the federal dollars? Computer-based tutoring companies and churches" (Miner, 2003, p. 2).

I have barely scratched the surface of the field of privatized education, but the examples do serve to highlight the difficulty with corporate takeovers in education. The agenda is different. Their goal is profit making while public education is generally guided by a mission such as developing an educated citizenry. Free public education has always had an equalizing effect in societies. It ensures that children

can be educated, regardless of the economic status of their families and thus contributes to social equity. The loss of universal public education will consistently produce more inequality in societies.

Implications for Home Economics/Family Studies

As home economics educators, we are always affected by changes in education. As an elective area we are familiar with "choice" and competing for students. We can and have been affected by corporate involvement at all levels. At the intrusion level, we are constantly being bombarded with "free" materials, whether it be recipe pamphlets, posters, nutritional information, videos, or ready made lesson plans or unit plans.

At the corporate predation and invasion level we have witnessed the dismantling of teaching cafeterias and the destructive nutritional effects of pop machines and other junk food offerings of vending machines and "food courts" in schools. When we choose a particular brand for stoves, microwaves, sewing machines, sergers, and so on, we are implicitly endorsing that brand. Some schools have accepted donations of equipment perhaps not knowing the underlying motivation for the donation. At the dismantle and take over level, it is not that far-fetched to think that home economics/family studies courses could be "privatized" for example, franchised corporations such as "Kids Can Sew" could replace Clothing and Textile courses, cooking schools could replace Foods and Nutrition Courses, and Baby Sitting certification courses could replace Child Development Classes. Courses developed in other countries by for-profit companies could be marketed to our students via the internet. We are also threatened by the notion of "magnet" schools where only one school in the district offers certain courses, for example, textiles and fashion design, and the programs are dropped at other schools. The facilities for home economics/family studies classes are expensive to build and to maintain. As well, our courses are expensive in terms of supplies and in terms of the numbers of students that can take the course at one time. School boards would be happy to divest themselves of these costs.

Into the Future Bravely?

Ball comments that the educational system will be unrecognizable if we continue to let marketplace values infiltrate the school system (cited in Garipey, 1999). While some may contend that school choice and privatization are here to stay and research should work toward developing sound school choice policies (Fowler, 2003), others particularly those affiliated with teacher groups and teacher unions promote a growing resistance. Groups of committed people working persistently on common concerns can have an impact. Blake (1999) describes how the strength and collaboration of teachers, parents, organizations and concerned citizens helped to fight corporate intrusion in the form of YNN. In my own school district (School District No.36, Surrey, BC), students, teachers and parents were able to stop a cell antenna from being placed on the top of a local high school. The school board backed down and it cost them \$25,000 to get out of the contract with Rogers AT&T.

Giroux (1998) argues that educators must reclaim public schools as a public good where democratic values, human rights, economics justice and cultural diversity replace the trend to corporate interests and narrow consumer demands. Some groups are putting together educational packages to help teachers and students distinguish genuine philanthropy from corporate hype (Ainger, 2001). Teacher unions have developed ethical screens for fund-raising, corporate sponsorships, and partnerships. Health and consumer groups from around the world are now calling for a ban on advertising to children in schools. Some universities, schools and school districts are declaring themselves "Sweat Free" committing to ensure that nothing that is purchased or sold on campus comes from a sweat shop or involves child labour.

Lest we be paralyzed by inaction and the perceived hugeness of the situation we must always recognize that we can take action for the betterment of society and in order to fulfill our mission to ensure the welfare and fair treatment of families locally and globally. Kuehn (2000) has suggested the following strategies for those who are committed to defending public education:

1. Defend public education at the local and national levels with a strategic consciousness of the global context. Inform and mobilize teachers to take part in this defense.
2. Counter neo-liberal ideology with an alternative programs that support public education as a right for all.
3. Conduct research and analysis and share it with other organizations.
4. Build communication links among organizations with conferences and communication using the Internet.

5. Work in international and regional teacher and labour organizations to develop common understanding and strategies.
6. Participate in building a global civil society that works toward a healthy environment and social justice, including public education. Utilize these groups to influence decisions of international organizations such as the WTO, the Summit of the Americas, and the Organization of American States.
7. Take part in international campaigns aimed at achieving social rights, including the right to an education and the right for workers to form organizations that provide protection.
8. Constantly challenge the "cult of the inevitable" — the claim that there is no alternative to neo-liberal policies.

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Rethinking Schools: //www.rethinkingschools.org

Into the Future Bravely: Embarking on a Hero's Journey Taking up the Issues and Directions of Symposium VII

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In March 2003, home economics/family studies educators met in Richmond, British Columbia to continue a process that was initiated in 1989. Every two years meetings have been held to share research and to talk. Some issues and directions have been recurring themes over the twelve years, for example, threats to programs; the impact of technology; increasing the relevance of programs in light of current realities. Those familiar with the work of Marjorie Brown (1980) might choose to call them perennial practical problems. Accordingly, they are complex, contextual, continuing, and ever changing. Often the problems, issues or directions "morph" and "mutate" (deZwart, 2001) and need to be revisited and revised over time. In the previous symposium held in 2001 in Manitoba, three main issues surfaced and potential directions to address the issues were identified (Smith, G., 2001). They can be briefly summarized as:

Issue: Professional Identity

Direction: National Standards

Issue: Poor Public Identity

Direction: National PR Campaign

Issue: Teacher Shortage

Direction: Investigate different ways to build strong programs and prevent teacher burn out.

This paper highlights the issues and directions that dominated the dialogue at the seventh symposium. Over the course of Symposium VII the papers presented and ensuing discussion centered around four themes: technology; education funding; professional development; and rethinking curriculum. While the issues are separated here for discussion purposes, when the participants categorized and represented the information gathered over the two days, they often used interlocking circles or groupings connected with double ended arrows.

Technology

The following questions raise some of the issues related to technology:

- Can home economics/family studies educators engage in a critical conversation about the use of technology? What is appropriate technology? Do computers solve problems or create more problems?
- What should be done about access to computers? Opportunities are not equal. For students in schools with up to date equipment, it gives them greater opportunity to take courses for others who have limited or dated equipment, their educational opportunity is limited. What do you do when students have better equipment at home than the limited and often dated equipment at school?
- What is the difference between teaching a course on line and on-line courses? Who owns on-line courses? Who owns the content of the postings in discussion groups?
- What becomes of the practical when courses such as foods and textiles go on line?

Some directions offered for consideration regarding technology were:

- Make the distinction between teaching a course on line rather than on-line courses. In the former there is continued interaction between student and teacher, and students and students when courses are taught on line while on-line courses are similar to correspondence courses.
- Continue to explore courses on line as they may be the key to access especially for students in remote areas or for students who cannot get specialized courses in their own school, e.g., pattern drafting.
- Build a critical component into the use of technology and consider appropriate technology.
- Explore opportunities to integrate information technology into all home economics courses and include this topic in teacher education programs.

Education Funding

The following questions raise some of the issues related to the funding of education in general and home economics/family studies courses in particular:

- What do we do when cuts in funding result in reduced programming, increased class size, layoffs and lack of job security, and decreased budgets for our courses?
- How do we maintain courses such as foods and textiles without fund raising and sponsorships?

- How do we say "no" to the corporate donations when provincial governments are not supporting public education adequately?
- What action should we take when exclusive contracts mean lack of nutritional options in schools?

Some directions offered for consideration regarding education funding were:

- Develop ethical screens and policies to determine what partnerships, sponsorships, and fund raising are appropriate.
- Join coalitions to lobby for nutrition labelling, for schools be declared advertising free, sweat free, no logo, and no junk food zones, and for adequate funding for public education.
- Increase community involvement at the grassroots level as that is where the greatest opportunity for change can occur.
- Examine and re-evaluate the way the market system is invading public education and become a voice for putting the best interest of the children first.

Professional Development

The following questions raise some of the issues related to professional development of home economics/family studies teachers:

- What should be done when a certified teacher cannot be found?
- In what ways can home economics/families studies teachers who are not generalists be supported?
- Considering certification programs: Which one? What topics? What organization should be responsible?

Some directions offered for consideration regarding the professional development of home economics/family studies teachers were:

- Develop strong inservice and/or certificate programs for teachers who do not have a home economics/family studies background or who are not generalists and require additional training in certain areas.
- Continue to promote the importance of home economics so that courses are maintained.
- Develop strategies to support each other to do more writing about our practice as narratives of home/family studies teachers are powerful professional development tools.
- Promote on-line learning opportunities and develop accessible databases of home economics/family studies resource materials.

Re-thinking Curriculum

The following questions raise some of the issues related to home economics/family studies curriculum:

- In what ways should home economics/family studies courses respond to current societal problems (e.g., changing demographics, childhood obesity, child care, body image)?
- How do we ensure that topics such as sustainable food systems, environmental conscientiousness, and food security are included in our programs?
- Should we be including more entrepreneurship in our courses?
- Should we revive and emphasize the consumer education component of home economics/family studies?
- How do we find the time to make community connections?
- How do we deal with cultural awareness without creating stereotypes?

Some directions offered for consideration regarding home economics/family studies curriculum were:

- Build on and enable the values of caring, concern for others and the environment, responsibility, and human good will to educate for a better world.
- Join the coalition lobbying for mandatory parenting education and get the lobbying going in every province.
- Include more "service learning" in all programs from elementary to university, especially community projects that encounter divisive pressures (e.g., cliques, media, bullying, poverty), that foster empathy

and relationship building (e.g., working with children, the disabled, the elderly), and those that tap into the expertise of retired population.

- Undertake postcolonial critiques of our curriculum that include suggestions on how to embrace all cultures without stereotyping and how to integrate issues such as race, class, gender.
- Work at more wholistic approaches to issues such as obesity.
- Include in all courses a critical awareness of the ecological implications of our lifestyle choices.

Community

One concept that threaded through all the discussion was that of community. It was used in many ways. Teachers of home economics/family studies were encouraged to work together to form stronger professional communities locally, provincially and nationally. There has never been a national home economics/family studies educators group (with the exception of Home Economists in Education [HEIE] a special interest group of the Canadian Home Economics Association, which has not been particularly active or promoted) and this was seen as a detriment to the subject area.

Teachers were also very supportive of working closer with their immediate community both to develop service opportunities for their students and to develop support groups and coalitions that lobby for the maintenance of public education and for home economics/family studies programs. The notion of forming alliances with like minded community groups and grass roots organizations working for change whether it be environmental sustainability, food security, public health and nutrition, or the like, was frequently mentioned.

Into the Future Bravely - Embarking on a Hero's Journey

At the conclusion of each symposium participants are asked to set a goal or develop an action plan to bring about change in some small way during the two years that will pass until the next symposium. This year participants were encouraged to undertake a *Hero's Journey* from a book with the same title, sub-titled *How Educators Can Transform Schools And Improve Learning* (Brown & Moffett, 1999).

The authors of this book state:

Today, we face incredibly difficult, demanding times in the field of education. The forces of change and complexity pervade virtually every part of our professional lives. Like every mythic heroes, we are inextricable drawn into the labyrinth; like every archetypal voyager, we must find our way out of darkness and back to a more powerful and sustaining light. (p. 14)

They encourage teachers to enter in a spiral of growth that includes the following steps.

- Breakdown and the Call: Innocence Lost

This is the beginning, those "ah ha" moments, that cause teachers to challenge the things that they have taken for granted, to explore contradictions in practice that have been brought to light, or to recognize the need to change in order to make schools a better place for kids. Many of these moments occurred at the symposium and are evident in the papers collected in these proceedings. Some are captured in the issues section above.

- Chaos and Complexity This Way Come

At this stage there is the tendency to feel unprepared to deal with the challenge and perhaps cling to the known.

- The Heroic Quest: The Search for the Grail

A vision for a preferred future prevails.

- Gurus and Alliances: Companion Along the Way

Find others to support you in your quest. Consult the research, gather resources. Make links and connections with other like minds.

- Trials, Tests and Initiations

Identify challenges and barriers and how to overcome them. Combat fear and discouragement by joining forces with others.

- Staying the Course

Don't give up.

- Insight and Transformation

Arrive where we started and know the place for the first time.

- A New Call: The Journey Begins Again

Be ready Symposium VIII two years hence.

A common refrain throughout the symposium was that we need to write, report and share more of what we are doing with each other and with the general public. So participants and others who read these proceedings are encouraged to begin a journey that will result in a paper for the next symposium, a heroic journey given the turbulent times in education.

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Canadian Symposium VII Photo Gallery



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Lisa Halstead, B.C.



L. to R.
Carmen Sichewski, Manitoba
Colleen Edstrom, B.C.
Robin Ruff, B.C.



L. to R. (Back) Leah Kagima, United Arab Emirates, Noriko Watase, Japan
 L. to R. (Front) Denice Marr, Judy Chan, Mary Anna Cimbaro, Linda Peterat (all B.C.)



L. to R. Carrie Dunn, B.C.
 Leah Kagima, U.A.E.



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